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IDENTIFIERS	Nebraska

ABSTRACT

This annual report for budget year October 1, 1997-September 30, 1998 describes year 2 of the Connections Project within the Seward, Nebraska public schools. This project (a technology challenge grant) provided four major activities to help Nebraska middle and high school teachers, mentors, and community members enhance student learning through integrated curricula supported by technology. The activities included professional development for teachers to support their use of integrated curriculum and technology, curriculum development activities, community connections programs, and statewide and national dissemination of 400 project curriculum models and resources through a website and CD-ROM. The project was intended to increase the capacity of educators to teach effectively through integrated curriculum reflecting Nebraska frameworks, the creation of a cadre of 600 teachers able to help colleagues in effective use of curriculum integration and technology, improved achievement by high risk students, and creation of a national and statewide learning community of middle and secondary school teachers. Attached to the report are copies of project planning, funding, implementation, and evaluation materials. (SM)

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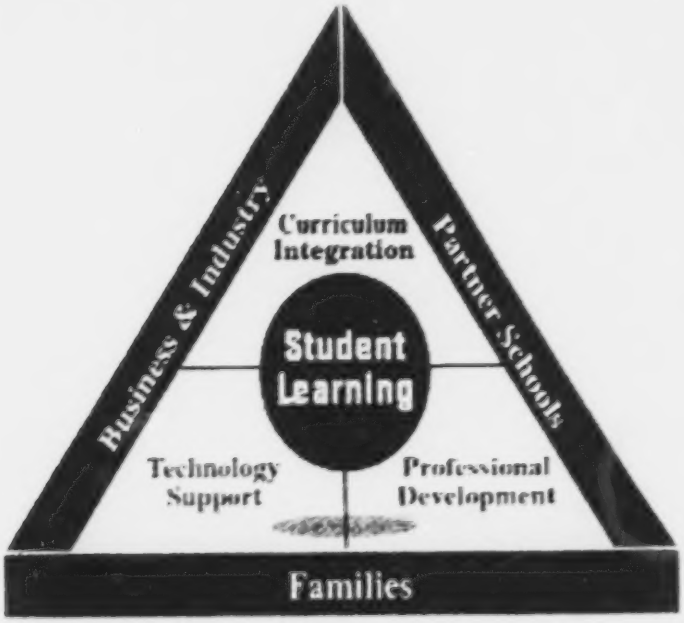
THE CONNECTIONS PROJECT



ANNUAL REPORT

YEAR 2

MAY, 1998

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PREPARED BY
NEAL W. TOPP, NEAL GRANDGENETT, ELLIOTT OSTLER,
and ROBERT PAWLOSKI, Project Evaluators
and LAWRENCE S. BUNDY, Project Director

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May 21, 1998

Ms. Wanda Chambers
United States Department of Education
0ERI/SAI
555 New Jersey Avenue, Room 515
Washington, DC 20208-5573

Dear Wanda:

Enclosed is our annual report for Year Two of The Connections Project Challenge grant.

If you have any questions please contact me at anytime.

Sincerely,

Lawrence S. Bundy

bc: Neal Topp

301 Centennial Mall South • P.O. Box 94987 • Lincoln, NE 68509-4987
Telephone 402-471-2295 • Fax 402-471-0117
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COVER SHEET

OMB No. 1880-0513
Exp. Date: 10/31/99

U. S. Department of Education
GRANT PERFORMANCE REPORT

1. PR/Award No. (e.g., H185A200211-95):

R303A6122-97A

See Block 4 on your last Notification of Grant Award.

2. Recipient Name and Address:

Seward Public Schools
The Connections Project
410 South Street
Seward, NE 68434

Unless address has changed, repeat from Block 1 on your last Notification of Grant Award.

3. Project Title:

Technology Challenge Grant (The Connections Project)

This should be identical to the title of the approved application.

4. Contact Person:

Name: Lawrence S. Bundy
Title: Project Director
Telephone Number: 402-471-2183
Fax Number: 402-471-0117
E-mail Address: larry_b@nde4.nde.state.ne.us

Provide the name and title of the project director or other individual who is most familiar with the content of the performance report. Also include telephone and fax numbers and E-mail address.

5. Performance Reporting Period:

June 1, 1997 - April 30, 1998

This is the time-frame for information requested in Parts III, IV and V on project status and supplementary information changes. (See instructions for details.)

6. Current Budget Period:

October 1, 1997 - September 30, 1998

See Block 5 of your last Notification of Grant Award.

Authorized Representative:

Name: (Typed or printed) Lawrence S. Bundy Title: Project Director

Signature: Larry Bundy Date: May 21, 1998

ED Form 524-B

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II + III. Summary of Progress + Status

The Connections Project provides four major activities to assist teachers, mentors, and community members in enhancing student learning through integrated curricula supported by technology. The activities include professional development for teachers, curriculum development activities, community connections programs, and statewide and national dissemination of curriculum models and resources through a website and CD-ROMs.

The project will increase the capacity of educators to teach effectively through integrated curriculum reflecting Nebraska frameworks, the creation of a cadre of 600 teachers able to assist colleagues in effective use of curriculum integration and technology, improved achievement by high risk Nebraska students, and the creation of a national and statewide learning community of middle and secondary teachers.

The project is a part of the High-Performance Learning (HPL) Model established as the school improvement effort in Nebraska. The HPL Model allows local school districts to determine how best to meet community needs by providing for a quality education for all students and be accountable to the district patrons and the state that these services are provided.

Nebraska's commitment to education reform includes a commitment to educational technology. Nebraska's satellite, dedicated solely to educational purposes, the established Internet hub sites providing servers, toll-free access, the two way interactive distance learning pods infrastructure, and CD-ROM capabilities, will be the major technologies utilized in this project.

GOAL 1: Improve learning in core subject areas by middle and secondary school students in Nebraska through more effective teaching and technology-supported integrated curricula reflecting state curriculum frameworks based on Goals 2000 and national standards.

- **Objective 1.1** Educators will develop, implement and evaluate a minimum of 400 technology supported integrated curriculum modules emphasizing core subject areas.

  Project Activities:
  The Connections Project conducted two workshops that were one week in length during the summer of 1997. These workshops introduced ninety-five (95) teachers from the Lead Sites of Seward, North Platte, Morrill, Ainsworth and the two Youth Rehabilitation and Training Centers (YRTC) at Kearney and Geneva to the Connections Project Challenge Grant. The week's activities consisted of constructivist theory, brain-based learning, multiple learning styles and new technologies for use in the classroom (see attachment #1 and attachment #6). During the week teachers were given unit development guidelines so that they could be developing their own integrated curriculum modules using technology. The expectation is that each of the project teachers would develop two unit modules, one in the fall of 1997 and the other in the spring of 1998. During the summer of 1998 additional work on the unit modules will be conducted by the project's lead cadre for adaptation by the project teachers with their respective unit modules. Currently, project teachers' unit modules are on the project website or on a lead site's website for teachers to continue to refine. We expect to have the units ready for national access beginning in the late fall of 1998.

  One of the national presenters used at the North Platte workshop in July, 1997, was Jill Hay of Waco, Texas. Ms. Hay is with Susan Kovalik and Associates of Kent, Washington, which is one of the project's partners. Ms. Hay's presentation laid an excellent foundation for the project teachers. Because we did not use her for the Kearney workshop in June, 1997, we brought her to Kearney on November 22, 1997, for a one-day workshop for those teachers who did not get to hear her in the summer.

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Ms. Hay built on her previous presentations at a two-day workshop for the project teachers on January 30-31, 1998, in North Platte, Nebraska (see attachment # 2). As a part of this workshop a "street fair" was held on Saturday morning during which fourteen of the project teachers demonstrated their unit modules using technology. This was a chance for some of the project teachers to show off their units and for other teachers in the project to learn from their colleagues. It was a tremendous success.

Evaluation Activities:	**Timeline:**
• Teacher Survey	Years 3, 4, 5
• Module Review	As developed

Status:
A teacher survey was developed and administered to all teachers in the lead sites in May 1997, providing initial data for the evaluation of the effectiveness of this grant. This pre-survey included the understanding of the state curriculum frameworks, Goals 2000, and the other national standards. Portions of this survey were used in the project planning. A follow-up survey was administered in May 1998, with data reported in Attachment # 3. It should be noted that the results are reported for both years, for all secondary teachers in the participating districts, as well as results from the project teachers.

The strategy for the content and format of the modules is being developed. A possible template for the curriculum modules has been developed and is being piloted by a lead group of teachers. The evaluation team has been involved in the development process and a web site has been created to store these modules so that all project teachers and all web users have access to them. The Connections Web Site can be accessed at URL http://ois.unomaha.edu/connection. During the summer of 1998, a lead cadre of project participants will develop evaluation criteria and unit format for the future project unit plans. The next set of unit plans are due on Dec 1, 1998.

- **Objective 1.2** A minimum of 20% of the curriculum modules developed will relate to the theme of global education, a goal endorsed by the Nebraska State Board of Education. *Perspectives*, a program featuring international and national leaders and accessible to all Nebraska schools via satellite, will be integrated into these modules.

Project Activities:
Planning for the 1997 summer workshops included the participation of the Director of Social Science for the Nebraska Curriculum Frameworks. He worked with the Project's teachers during the summer workshop and during the academic year to provide the themes from the Perspectives Program. For the 1998 summer workshops, additional work is focusing on mathematics and science activities. In particular, the Office of Internet Studies at the University of Nebraska at Omaha, is leading a two day workshop on the use of Space Data in Education. These workshops will show teachers how to use the wide variety of satellite and space based images of Nebraska for engaged mathematics and science lessons.

Evaluation Activities:	**Timeline:**
• Module review	As developed 1-5

Status
See Objective 1.1 for the general overview and status of these activities.

- **Objective 1.3** By 2002, 80% of participating teachers will be effectively implementing integrated core curricula that reflect state curriculum frameworks.

Project Activities:
During July, 1998, we will conduct a one-week workshop in Kearney, Nebraska, for fifty (50) new project teachers. These teachers will be coming from the Nebraska public schools districts of Mitchell, Valentine, Paxton, Burwell, Litchfield, and Utica, and from two private schools--Catholic High School in Kearney, Nebraska, and St. Johns Lutheran School in Seward, Nebraska. This summer the workshop begins on Sunday afternoon with a "street fair" conducted by Year One project teachers. They will demonstrate their curriculum integration modules using technology. The remainder of the week will be devoted to topics on constructivism, brain-based research, multiple learning styles, Nebraska curriculum frameworks, plus opportunities for "hands on" technology sessions. Teachers will begin development of their curriculum modules (see attachment #4).

Evaluation Activities:
- Teacher survey

Timeline:
Years 1, 2, 3, 4, 5

Status
The teacher surveys have been administered, and as described earlier, feedback from teachers has been positive. As summer workshop and other training sessions have been conducted, the evaluation team has administered on-site evaluation instruments for formative feedback. This feedback is provided in a web based form, which provides immediate feedback to the project's planning team, teachers and administrators. An example feedback form related to workshop training is at:

http://ois.unomaha.edu/connections/planners/evalsrch/index.html

Authorized visitors will be required to enter--login: planner; password: planner

Then they may search from:

- **Quantitative:**
  - Search for Responses to "General Value of this Session"
  - Search for Responses to "Usefulness of Content"
  - Search for Responses to "Effectiveness of Presentations"
  - Search for Responses to "Opportunity for Practice/Review"
  - Search for Responses to "Appropriateness of Facility"
- **Text responses:**
  - Search for Responses to "Most Valuable to You in this Session"
  - Search for Responses to "Least Valuable to You in this Session"
  - Search for Responses to "How Will You Apply What You Learned?"
  - Search for Responses to "What Additional Information Would be of Value?"
  - Search for Responses to "Any Other Thoughts"

Figure 1

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A sample search result:

For the date 11/22/97, there are 30 matching responses to "Most Valuable to You in this Session". Displaying matches 1 through 30.

ID #	"Most Valuable to You in this Session"
1	functions of brain, enriched environment, absence of threat
2	discussion on most valuable means of teaching for student retention knowledge, the use of emersion for teaching
3	presentation of different teaching strategies
4	the various brain compatible teaching strategies
5	relating research to practice
6	discussion of integration of lifeskills, discussion of non-threatening environment
7	discussion of brain compatible teaching strategies that I can implement in my classroom
8	new info on the brain, lesson ideas
9	hearing it again, seeing the reference materials, Hay's ability to inspire & motivate, being a student again
10	that we, as teachers, spend too much time covering info and not really teaching the info
11	how info enters and is retained by the brain, importance of environment, life skills are the most important thing we teach, teachers grow dendrites

Figure 2

The teacher surveys (attachment #3) from May 1997 and 1998 asked the teachers proficiency in using the state curriculum frameworks for their discipline (item 21). Almost 30% indicated that they were unfamiliar with the frameworks, with another 27% indicating that they had low proficiency for using the frameworks. Only 15% indicated that they had a high proficiency with the frameworks. The project teachers have had training sessions on the frameworks and have been encouraged to use them during 97/98 school year, and their May 1998 data indicates that only 7% are unfamiliar and 15% are low. See chart below.

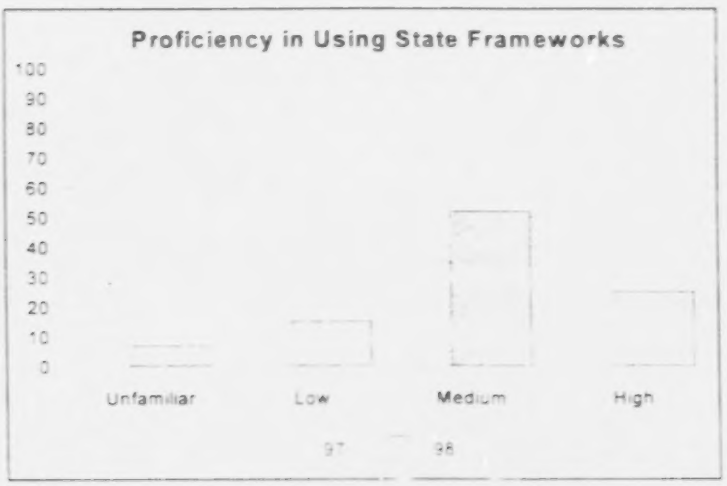

Figure 3

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- **Objective 1.4** Nebraska middle and secondary students in the target school districts will demonstrate their ability to achieve at high levels in the core subjects of mathematics, science, social studies, language arts and foreign languages.

Project Activities:
A wide variety of approaches are being used to examine student learning within the classroom, with planning being conducted by the project's individual classroom teachers to ensure that classroom assessment is realistic, ongoing and appropriate.

Evaluation Activities:	**Timeline:**
• Achievement scores for core subjects or school-adopted achievement tests reviewed by classroom action research	Years 1, 2, 3, 4, 5
• Individual teacher assessment report	Years 3, 5
• Student focus groups	Year 4

Status:
Based upon the need to carefully map student achievement to specific activities conducted by project teachers, evaluation activities have targeted qualitative analysis approaches on a project wide basis, such as student focus groups, observations, and student artifacts. More quantitative approaches (such as achievement tests) are going to be used on an action research classroom based approach. Within this action research process, teachers will be able to enroll in graduate credit options to help carefully collect and analyze data from their own classrooms. In addition, a graduate assistant at the University of Nebraska at Omaha, is conducting a graduate thesis project related to classroom observations associated with the Connections Project which should be completed during the Spring of 1999.

California Achievement Test scores will not be reported in this report. Two problems exist. First, the tests are typically given in the fall, therefore indicating student progress from the previous school year since the teacher training was conducted during Summer 1997 and teacher activities related to the grant did not begin until Fall 1997 the tests are not appropriate at this time. Secondly, not all students in a given building have contact with project teachers.

In teacher focus groups and interviews, the topic of student achievement was addressed. Many teachers indicated that student motivation and enthusiasm were the most noticeable outcomes of project units. Also mentioned by some teachers was the higher level of student products. One teacher related that when teaching this unit in past years, he had had to return several student papers because it did not meet his standards. This year when teaching the unit, focusing on what he has learned in the project, all the students' work was acceptable and most was at a level much higher that he expected.

Another project teacher related that after observing her students learn when she teaches using what she has learned from the project, she now always thinks of ways to incorporate project activities in all her teaching, because if she did not, she knows her students would be short changed. Her next comment is worth repeating. "I am amazed and excited about the quality of students' work when using this type of teaching."

Although many project teachers are reporting improved student achievement this year, some are indicating that although student motivation is higher, they are not seeing better work or more learning. As the teachers become more comfortable with new teaching/learning techniques, it is hoped that this observable student achievement increase will occur.

The following list of comments from fifth graders who had just completed an integrated unit designed by teachers who are in the Connections Project reflect a very positive outcome.

- "It was real fun. We are lucky to get to do this."
- "We learned a lot."
- "It was interesting and we learned new things."
- "We were always learning."
- "It was fun doing things all the time like building our own rain forest."
- "It was interesting and we learned new things."
- "We did our best because it was really fun and we enjoyed what we were doing."

- **Objective 1.5** Effective technology-supported integrated curriculum modules will be disseminated for statewide and national use through a CD-ROM, the Internet, and a cadre of technology and curriculum integration facilitators.

  Project Activities:
  Each of the lead school sites is installing a CD-ROM Lab. In year one the CD-ROM Lab was installed at Seward, Nebraska. A second lab has been installed at Ainsworth, Nebraska. In addition, each of the lead school sites is installing a minimum of five computers and printers for their teachers to access the Internet and to submit materials to our web site for dissemination.

  Evaluation Activities:
  - Report on progress and dissemination on CD

  Time line:
  Year 5

  Status:
  The assessment is in the planning stages and will be implemented during year 5. The web server has been developed, and is being used for initial communication and dissemination activities. Much of the dissemination activities will focus on Internet and Web-based access.

GOAL 2: Build the capacity of Nebraska educators to effectively use technology and curriculum integration to promote student learning and achievement.

- **Objective 2.1** 80% of participating teachers will be able to identify appropriate technology-based educational resources that support integrated education and state curriculum frameworks based on national standards.

  Project Activities:
  Beginning with the summer workshops in 1997, project site cordinators and technology specialists worked with participating teachers regarding appropriate technology that can support integrated curriculums. The summer 1997 workshops were specially designed sessions on technology. In addition, special computer labs were open each evening for the workshop teachers. Follow-up activities during the academic year included on-site assistance, plus mini-workshops and related staff development activities.

  The 1998 summer workshops planned will also support technology integration. Teachers are adamant that they receive technology training that is realistic, accessible, and affordable for their school district. The project staff has attempted to respond with appropriate technology training that will include sessions on *Avid Cinema*, appropriate uses of the Internet in the classroom and other resources, such as, *Clarisworks, SlideShow, PageMaker, Powerpoint, Hyperstudio*, and scanner uses.

Evaluation Activities:

- Teachers will list resources and a panel of experts will evaluate their lists

Time line:
Years 3, 4, 5

Status:
The assessment is in the planning stages and will be implemented during year 3, 4, and 5. As described earlier, the evaluation team is using a web based feedback process for all training and in service activities.

- **Objective 2.2** 80% of participating teachers will demonstrate competency in the use of educational technologies including: the Internet; CD-ROM; and distance learning including two- way interactive video.

Project Activities:
Planning for ways that teachers can demonstrate their competencies in the use of educational technology is currently underway by the Project's Site Coordinators and Technology Specialists. These will include the use of appropriate training and in service tasks, as reflected in the periodic training activities.

Evaluation Activities:

- Teacher self-assessment based on technology competency standards
- Participant evaluation of professional development workshop program

Time line:
Years 1, 2, 3, 4, 5

Years 1, 2, 3, 4, 5

Status:
Progress on this objective is primarily reported in two ways: year-end teacher surveys and workshop evaluations. Additionally, school visits and teacher focus groups give indication of the progress of this objective.

Figure 4 shows the technology proficiencies of the participants from May 1997 and May 1998.

Specific evaluation instruments for the professional development workshop program were also developed for each activity, with the collaboration of the evaluation team and participating schools. This evaluation was conducted at the end of each day of the workshop and will be used both for evaluation and participant reflection. Most of the instruments were administered on the web.

The project workshops that involved technology received a favorable reaction from the participants. When reporting "general value" of the session, the mean on a 1-5 scale (5-highest) was 4.4, and when reporting on the "effectiveness" of the session, the mean was also 4.4. This would indicate that the participants were pleased with their learning.

In addition, during school visits, the evaluators watched teachers using technology with their students, as well as seeing products of students that were produced with technology. During most school visits, the project computers and related equipment were being used by students, as the site coordinators often reported that students are wanting more and more access to high level computer equipment.

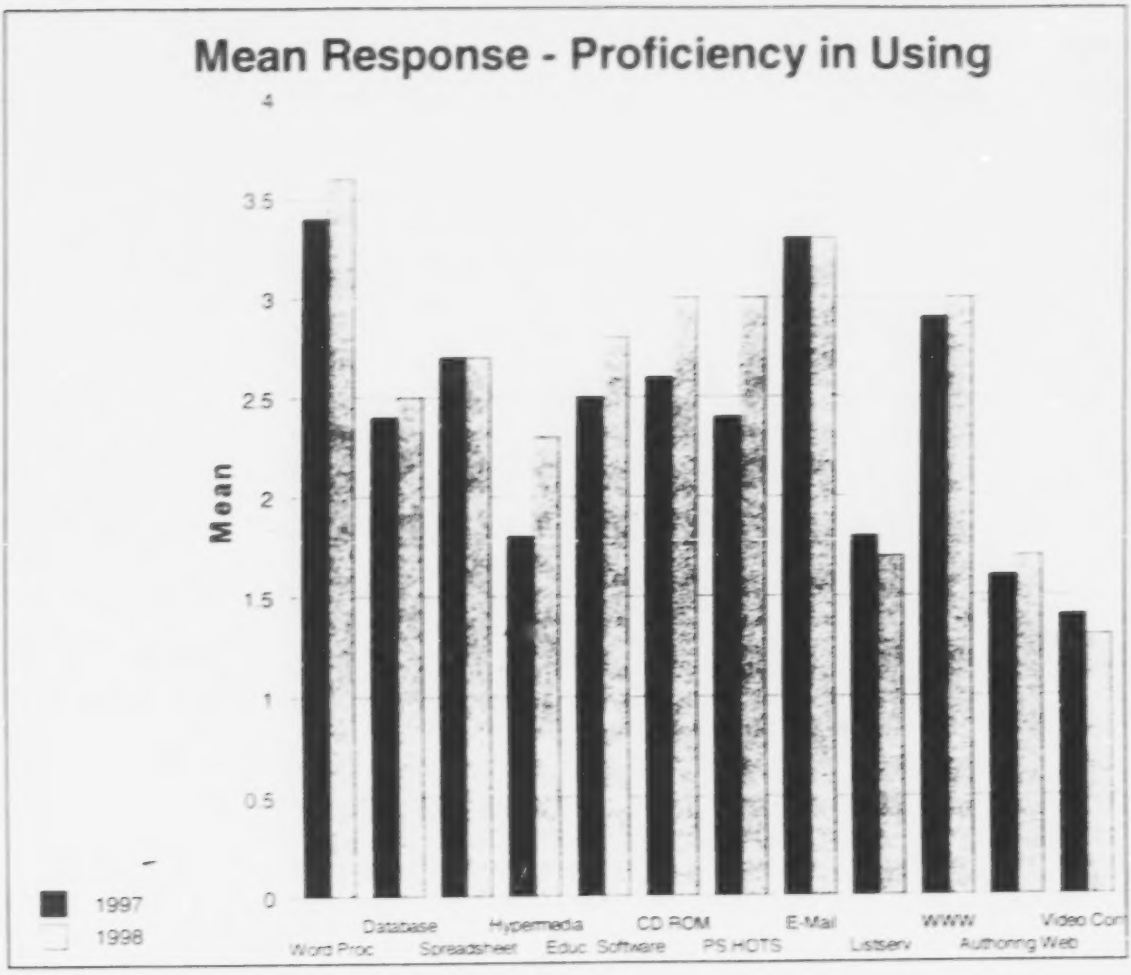


Figure 4

- **Objective 2.3** Participating teachers will regularly use the resources available through the Connections Project web page. (The network will be used a minimum of four times per year by 60% of project participants in the projects final two years.)

  Project Activities:
  See evaluation activities under Objective 2.3.

  Evaluation Activities:
  - Web server data analysis

  Time line:
  Years 1, 2, 3, 4, 5

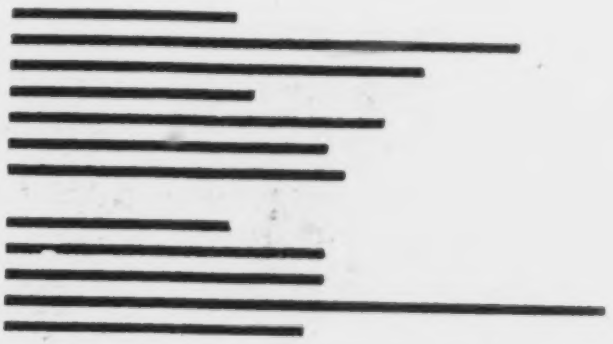
  Status:
  The web site is well under way, in continual project use, and is constantly being refined. The web server has statistics software installed which can provide limited information about users. The limitations have to do with the fact that the IP addresses of web site visitors can be quite transient. However, some general conclusions can be made.

  The Connections web site delivered 21, 529 successful requests (eliminating those images, and the site authors) from June 1997 through May 15, 1998, averaging 61 requests a day. Of those successful requests, 13,299 went beyond the first page. About 56.5% of the requests came from the

ESU domains of the participant schools. As mentioned above it is difficult to tell if they are exactly the computers of the participants, for in fact they may be hitting the site from different computers on different occasions (or several may be sharing the same computer, such as in a lab).

Monthly Report:

month	pages	#reqs	kbytes
Jun 1997	920	985	640
Jul 1997	2085	3535	6364
Aug 1997	1713	2278	4995
Sep 1997	979	1004	1729
Oct 1997	1597	1766	3314
Nov 1997	1340	1677	3896
Dec 1997	1424	2225	5679
Jan 1998	946	1011	2207
Feb 1998	1309	1467	4396
Mar 1998	1345	1529	36315
Apr 1998	2514	2629	69858
May 1998	1202	1423	6919



Busiest month: Apr 1998 (2,514 requests for pages).

Figure 5

The spike in the month of July, in the above chart (figure 5), indicates that requests predictably increased when a major staff development occurred. The more detailed weekly report below reveals that usage also increased in June, but was not sustained in the weeks following. However, the July workshop was followed by increased usage, probably due to the fact that many go back to school during August, as opposed to late June and early July. "Hit" levels declined somewhat in September (possibly teachers getting "started" in their classrooms) and rose again in November. The very significant April '98 spike is unexplained, but could possibly be due to visitors after/during the Connections Project site was promoted at several spring conferences such as NETA (Nebraska Educational Technology Association) on April 23 and 24. The weekly chart shows April usage to be high all month, increasing to a peak the week following NETA.

The entire report is available at:
http://ois.unomaha.edu/connections/evaluation/rprt98.html

Highlights from various segments of the above web server statistics report include:

- the most frequent hits were during the hours of 10 to 11 a.m. and 3 to 4 pm
- Wednesday is the busiest weekday, with Friday being the least busy
- education domains (.edu and k12.xx.us) made up almost 85% of requests

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Weekly Report:

week beg.	pages	freqs	kbytes
Jun/ 1/97	0	2	2
Jun/ 8/97	49	51	27
Jun/15/97	123	132	99
Jun/22/97	735	787	499
Jun/29/97	43	43	35
Jul/ 6/97	72	72	66
Jul/13/97	27	27	58
Jul/20/97	174	176	174
Jul/27/97	2019	3674	6838
Aug/ 3/97	384	645	1750
Aug/10/97	387	445	1003
Aug/17/97	379	392	593
Aug/24/97	326	352	850
Aug/31/97	272	274	468
Sep/ 7/97	237	254	358
Sep/14/97	154	155	277
Sep/21/97	214	218	359
Sep/28/97	236	237	179
Oct/ 5/97	324	340	584
Oct/12/97	299	304	448
Oct/19/97	279	318	689
Oct/26/97	567	687	1534
Nov/ 2/97	459	583	1544
Nov/ 9/97	225	262	571
Nov/16/97	468	584	1175
Nov/23/97	181	230	549
Nov/30/97	409	621	1608
Dec/ 7/97	516	861	1930
Dec/14/97	334	542	1462
Dec/21/97	110	132	514
Dec/28/97	110	127	511
Jan/ 4/98	206	228	587
Jan/11/98	311	333	656
Jan/18/98	214	214	211
Jan/25/98	161	179	405
Feb/ 1/98	248	285	950
Feb/ 8/98	211	253	656
Feb/15/98	449	488	1568
Feb/22/98	401	441	1220
Mar/ 1/98	281	341	947
Mar/ 8/98	13	14	88
Mar/15/98	307	342	21388
Mar/22/98	582	643	11764
Mar/29/98	412	450	2814
Apr/ 5/98	431	462	21643
Apr/12/98	516	542	20180
Apr/19/98	605	626	13874
Apr/26/98	912	947	15492
May/ 3/98	688	887	4085
May/10/98	314	327	812

Figure 6

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GOAL 3: Strengthen educational achievement of high risk students including those who are economically disadvantaged, minority geographically isolated, or adjudicated youths (delinquent or incarcerated) through technology-supported integrated curriculum.

- **Objective 3.1** High risk students in the target areas will have access to computers both at school and after school and will use these computers to help them succeed academically.

  Project Activities:
  Each of the lead school sites will order equipment and will be in the process of involving high risk students to use the equipment at both school and after school. The Project Director and Seward Site Coordinator have met with the Staff Development Administrator at the Nebraska Department of Education, where the focus of the meeting was upon tested programs involving parents that can be used in this Project.

  Evaluation Activities: — **Time line:**
  - School district survey — Years 2, 3, 4

  Status:
  A baseline report was written by each site containing the availability of resources before the beginning of the project (see attachment #5)

- **Objective 3.2** Students in Nebraska's school districts with enrollments of under 1,000 will experience a 50% increase in the use of technology-supported education.

  Project Activities:
  This objective is under review and will need to be addressed at a future date.

  Evaluation Activities: — **Time line:**
  - School district survey — Years 1 , 2, 3, 4, 5

  Status:
  Teacher and administrator surveys have been administered to each lead school. These annual surveys were developed using items from the pre-survey, as well as additional items as appropriate.

  In addition, working with the Office of Internet Studies and the State Department of Education, a statewide teacher survey was administered during the summer of 1997 to gain an understanding of the amount of technology-supported education currently. The results supported the readiness of Nebraska for activities as supported by this project, and in particular related to the use of Web-based and Internet based curriculum activities.

  Estimates related to the general support offered at each of the ESU servers were requested from each of the Internet coordinators by written survey, phone, or electronic mail. The information requested establishes statewide estimates related to the total number of teachers using the Internet, the direct connect access available to users, and evolving support plans. The following cumulative statewide totals were found through feedback from the Internet coordinators at each server site and are current as of August 1, 1997.

Estimates:	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Number of statewide users supported by the ESUs:	10,200	20,610	24,526	27,176
Number of "direct connected" schools:	186	306	458	577
Number of planned "direct connects" next year:	170	158	258	2,622
Number of individuals with initial ESU training:	5,800	11,545	16,297	17,520

The following graph suggests a steady pace of growth over the last 4 years related to the number of users supported by Nebraska's K-12 Internet network and which might take advantage of the curriculum and other model activities developed within the Connections Project (figure 7).

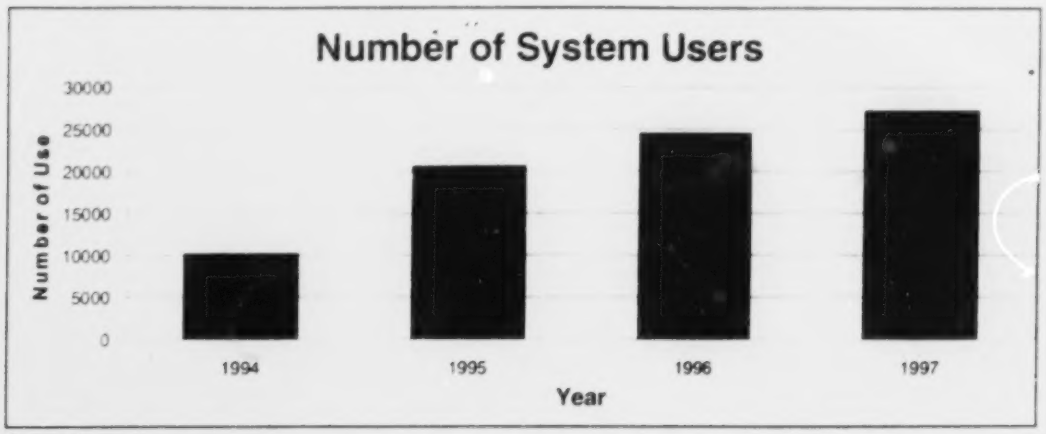

Figure 7

Several areas of support are being targeted related to the telecomputing support offered by the Nebraska Educational Service Units to school districts. These include direct connection assistance related to the school building, planning related to direct connection, and training support. The estimates for the overall number of school buildings within the state was approximately 1356 (with approximately 350 of these as one room country schools). Overall growth in this area is considerable and shows that the progress related to the direct connection of schools across the state is continuing at a steady pace, which should permit the Connections Project to spread easily into other areas of Nebraska (figure 8).

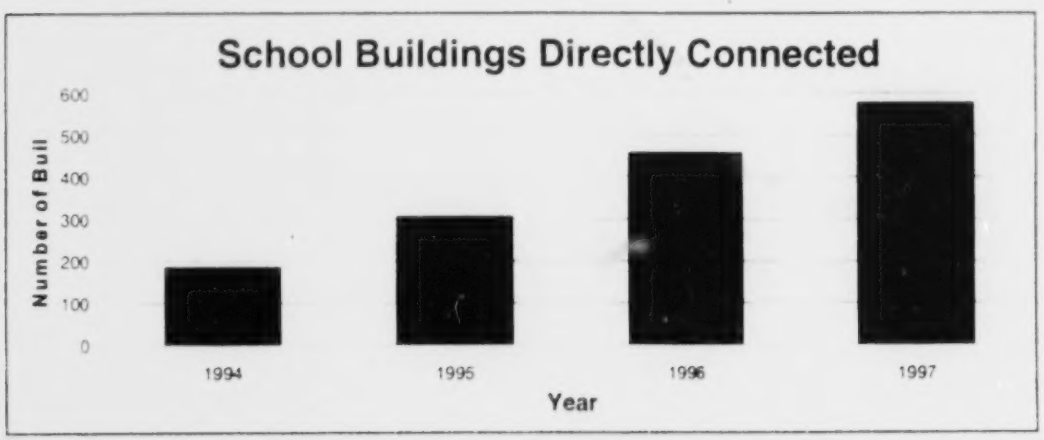

Figure 8

The increases in several of the categories can be partly associated with the implementation of Nebraska Rule 88 related to expanded Internet connectivity. In particular, this process has accelerated the planning for direct Internet connections of school buildings within the next year. The following graph shows this rapid expansion related to planned school building Internet connectivity in Nebraska, which should be able to access the developed Connections Project resources over the Internet (figure 9).

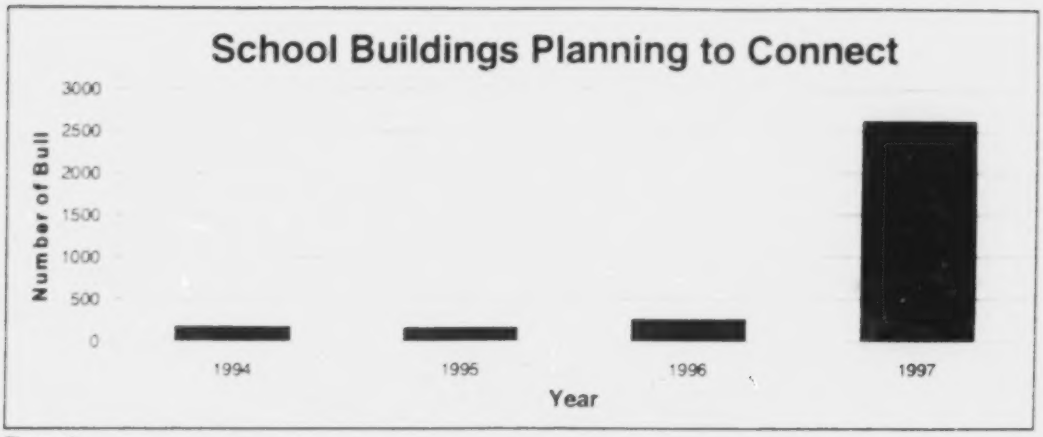

Figure 9

Consistent with hardware and software advances, the training of teachers has been systematic and consistent in Nebraska, and the Nebraska Educational Service Units are continuing basic Internet training, as well as more advanced training related to the Internet. The Connections Project continues to work closely with state Educational Service Units, especially since the pace of the evolution of the Internet requires consistent, periodic training for teachers. The following graph represents the steady pace and evolution of educator Internet training (figure 10).

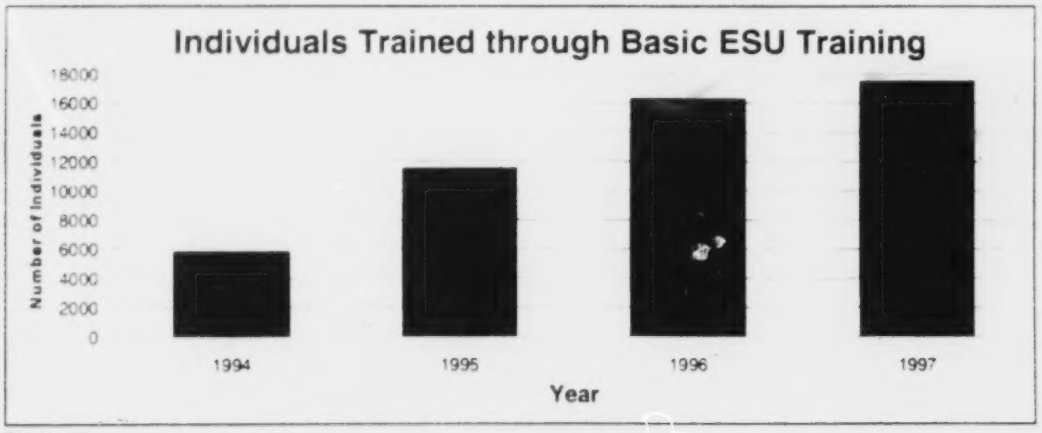

Figure 10

- **Objective 3.3** 80% of teachers who serve Nebraska's adjudicated and incarcerated youth will demonstrate their ability to use educational technology appropriately in their classrooms and improve the educational achievement of their students.

Project Activities:

It was an exciting year in some respects, a disappointment in others for project participants at the Youth Rehabilitation and Training Centers (YRTC) in Kearney and Geneva, Nebraska. Teachers at both institutions participated in all of the Connections Project combined workshops and completed over 80 hours of additional on site inservice training provided by Connections staff. These training sessions included learning how to use word processing in their classrooms, using presentation and video production software, and some Internet training. It was exciting to have all

of the participants in the project actively learning to use technology. It was inspiring to have a 100% attendance rate at all of the workshops. More exciting than the involvement of the teachers in training sessions though was the way they shared their knowledge with their students! Many new projects took place this year that would not have had a chance before last summer. Teachers went beyond everything they were taught and helped inspire dreams in their students--dreams of new ways they could express themselves using technology as a tool rather than a product. Creativity was evident from both the teachers and the students; there was no holding back the power that was unleashed.

Both of these sites deal with a population unique to this and most other projects. The students are incarcerated youth from across the state of Nebraska who are sentenced to the YRTC for girls in Geneva and the YRTC for boys in Kearney. The students are placed in groups of ten to fourteen youth about their own age and are required to spend most of their time with their assigned group both in school and during non-school hours. Many of the youth have had little exposure to up-to-date high technology at their home schools, although a few have done some prior work with computers. The average stay at these facilities is approximately three months which makes it difficult to see a lot of progress in most academic areas. The unique ways the teachers at these facilities have taken what they learned this past year and fashioned a program to help their students develop has been an inspiration to their peers.

Students are using technology to express themselves in ways they never dreamed possible: writing and electronic publishing, electronic presentations and video productions. They are excited about learning and are starting to feel better about what they are doing with their lives. Self-concepts have shown a marked increase because students feel the power they so desperately seek. This time though, that power is being used to help other people. Communication is the key word--students are using technology to tell their own story to other youth who are still in the public school systems. Many of these projects are still in beginning stages but they include talking about being locked up, the problems they have had with their addictions and what it is like to loose one's personal freedom. Technology has now made it possible for them to easily create professional productions that can effectively reach thousands of youth.

Another way students have used technology this year is for self-examination. One might think that their topics would look at some hurting action that they committed or humiliation for some childish behavior, but that is not at all what has transpired. Instead, these students have been able to view themselves on videotape helping other people. They have been able to feel good about their actions and have been encouraged by the reactions of those that they interacted with on the videotape. This has also created an additional method for staff to use for evaluation purposes.

Although only half of the classrooms have computers that are less than 10 years old (obsolete), nearly every youth in a classroom with a computer, has the opportunity to use that technology more that once a week. While the individual is valued, teamwork is stressed as a valuable link in the learning process. As always time is at a premium but teachers are finding unique ways of overcoming the limitations. One such example is in using students as mentors to help each other. A new student coming into the program learns to use technology tools from students who have completed creating their own projects. In this way students have triple exposure to available technology: they learn to use it, they use it, and they teach someone else to use it. All of the students in a class also have the opportunity to view each others' work, to encourage each other and to be inspired by creative techniques that they see in each other.

These examples are just a part of the exciting impact that technology and the Connections Project have had on the youth at these two schools this year. Planning has already started for new and even more powerful ways to use technology to help mold the programs at the schools in the coming year. Much good has occurred this year, but like most stories that involve education there also have been some problems.

The foremost problem was in the Internet connections at both schools. The Kearney site only had a connection to the Internet for about half of the school year; the Geneva site still does not have an Internet connection. This frustration has stifled a lot of projects that teachers had planned for involving students in online projects and investigations. Communication was also very hampered because of the lack of Internet access. It is almost a two-hour drive from Kearney to Geneva and a communication link is vital to effectively helping teachers use technology in their classrooms. Part of the Connections Project design was to make connections between teachers and encourage them to communicate; at these two sites that concept never reached fruition. However, efforts by the administration at both institutions have resulted in a promise of funding from another agency for wiring that will provide Internet access by Fall 1998.

Another major problem our teachers experienced was the lack of sufficient time to develop creative units. This is a problem everywhere in education but still one we are trying to address and work through. Time for training has also caused some trying moments this year. It is hard for teachers to get away from the extra duties that accompany teaching and although our teachers have an excellent record for attending project workshops, some onsite training activities have had to be postponed because of time constraints.

In the final analysis, the teachers of both YRTC facilities have done an excellent job of developing new and exciting programs for their students, despite any barriers that they have had to cross this year. They have not let the "time" factor, lack of equipment, nor absence of Internet access stop them from striving for the best they can provide their students. They all care about their students and to their credit, theproblems they have had, have inspired them to be more creative and work harder to get their students the best education they can.

Evaluation Activities:	**Time line:**
• Teacher survey	Years 1,2,3,4,5
• Classroom observations	Years 3, 4, 5
• Student product examples	Years 2, 3, 4, 5

Status:.

Teachers from YRTC-Geneva and YRTC-Kearney have taken part in the cumulative project activities and the teacher surveys.

A rubric for classroom observations and the evaluation of student products is also being developed. An example student projects are included in Attachment #6 (video--parts 2- 6)

- **Objective 3.4** 70% of adjudicated youths, students at YRTC-Kearney, YRTC-Geneva, and the Secure Youth Confinement Facility in Omaha with a stay of three months or longer will demonstrate competence in using computers for word processing and budget management and will be able to access the Internet, World Wide Web, CD-ROM, and other technologies to seek information. Students will use multi-media presentation skills to produce information designed to prevent delinquent behavior by other youths.

Project Activities:

Computer equipment has been installed for both Youth Rehabilitation and Training Centers. The Geneva center for girls operates as a more traditional classroom setting while students at the Kearney center for boys have more individualized instructional programs. Following the summer workshops the teacher representatives from both sites, along with their site coordinator and the project director met to plan appropriate uses of educational technology for their respective students. The Omaha facility is nearing the end of its construction.

Evaluation Activities:

- Teacher survey
- Classroom observations

Time line:

Years 1, 2, 3, 4, 5
Years 3, 4, 5

Status:

Planning is underway how best to serve the Youth Training and Rehabilitation Centers through the project, and how best to conduct formative evaluation of the related objectives. The centers have also participated in the ongoing teacher survey process, and a rubric for classroom observation is being developed for use within the project at the centers.

GOAL 4: Establish partnerships among educators, business, agriculture, industry, and parents to infuse "work world" problem-solving and perspectives across the curriculum and to support student learning.

- **Objective 4.1** Business, agriculture and industry partners will work with Connections Project teachers to document integrated problem solving at work in their organizations.

Project Activities:

In the past year, several contacts were made with two industries that are partners with the grant. These industries are Valmont Industries located in Valley, Nebraska, and Sundstrand Aerospace Corporation located in York, Nebraska. The Connections Project staff visited Valmont Industries in August of 1997 and met with Tom Whalen, the plant human resources director. This visitation showed the vastness of this global industry. Later that year in December, Dr. Bundy and Ainsworth Site Coordinator, Rick Ripperger, visited Valmont Industries again to begin a tour of the Valley facility and meet with the new human resources director, Mr. Terry McClain. On January 15, 1998, Mr. Ripperger again visited Valmont Industries but this time with a core teacher from Ainsworth Community Schools. During this visit they toured the second half of the plant. Through the input of the classroom teacher and other Connections Project staff members, it was deemed very difficult to find direct ties between this industry and the core classroom curriculum.

The Connections Project staff was also in contact with Sundstrand Aerospace Corporation located in York, Nebraska. In October of 1997 the Connections Project staff visited the Sundstrand facility. It was through this visitation that we met Ted Balisteri, the corporation's human resources director. Also, during this time we were allowed to tour the plant. It was through this visitation that many of the Connections Project staff observed some very direct ties with the core classroom curriculum. In December of 1997 Dr. Bundy and Rick Ripperger visited Sundstrand to establish a partnership with the new human resource director, Mrs. Sue Cordes. On February 26, 1998, Mr. Ripperger again visited Sundstrand, this time accompanied by two core teachers from Ainswroth Community Schools. It was during this visitation that the teachers and Mr. Ripperger participated in a day-long job shadow. By the end of the day it became very evident that a classroom partnership with this industry was possible. Since this visitation, a team of teachers from Ainsworth Community Schools has been developed. It is the intention of this team to develop an integrated project centered around Sundstrand Aerospace Corporation. The team intends to visit the industry on July 15th and 16th, 1998, for a day-and-a-half job shadow. See attachment #7, a memo to Sundstrand Aerospace Corporation detailing the intention for the summer job shadow.

Evaluation Activities:

- Review of video vignettes produced

Time line:

Years 3, 4, 5

Status:

The assessment is in the planning stages and will be implemented during year 3, 4, and 5.

- **Objective 4.2** Examples of "work world" problem-solving documented on videotape and through CD-ROM will be accessible to every teacher in the state for inclusion into their course curricula.

  Project Activities:
  Each CD-ROM Lab plan for the five lead school sites will have videotaping equipment that will be used with each of the projects business, agriculture and industry partners.

  Evaluation Activities:
  - Report on accessibility

  Time line:
  Years 4, 5 (or upon completion of CD and WWW pages)

  Status:
  The assessment is in the planning stages and will be implemented during year 4 and 5.

- **Objective 4.3** A minimum of 20% of lead school district parents will learn to use computer- based educational resources and will use these resources in family-centered learning projects developed to supplement students' class work.

  Project Activities:

  1. The Families, Technology and Education Conference:
     Craig Manley and Craig Hicks, site coordinator and technology specialist for the Morrill site, attended the Families, Technology and Education conference in Chicago, Illinois, October 30 - November 1, 1997. The national conference was sponsored by Educational Resources Information Center (ERIC) and National Parent Information Network (NPIN) and focused on building partnerships between parents and schools.

     The conference was well organized, but a number of the sessions did not match their description in the program. Some of the sessions were outstanding, and had ideas that may be incorporated into project activities. The following session provided especially helpful information:

     - Karen Salinas and Beth Simons, Center on School, Family, and Community Partnerships at Johns Hopkins University, have created a web site (http://www.csos.jhu.edu/p2000) that describes the planning process and shares many of the best projects.

     - Tony Wilhelm, Thomas Rivera Policy Institute, Claremont, California, shared information about how the Hispanic community views the use of technology in the home and at school.

     - P. Kenneth Komoski, director of Educational Products Information Exchange, described programs where students worked as tutors, for time dollars, to purchase computers. The computers were, for the most part, donated by businesses that were updating their equipment.

     - Mike Eisenberg related some general ways for parents to become more involved in their child's education. He also described what technology may allow us to do in the future.

     - Edward J. Degnan, University of Central Florida, described how schools in his area are getting the most use of the technology they purchase. This is done by gathering information from the community, and finding ways that the technology could be used outside of the school day.

2. Letter to Parents--In February, 1998, a letter was sent to parents to determine which students will be selected to participate in this pilot project. The letter is the first step in a selection process that will consider whether the student has a computer at home and identify at-risk students (see attachment #8).

3. Form Agreements:
In November, 1997, contacts were made with Terri Austin, Challenge Grant Indiana, and Cristine Pfeifer, Lewis and Clark Middle School, Omaha, Nebraska, who are currently implementing a take-home computer project, to determine best-practice models. Forms from the "Buddy System Project" were altered to meet the needs of the Connections Project (see attachment # 8).

4. Work with Teachers:
In December, 1997, and January, 1998, the Morrill and Ainsworth sites began talking with teachers to develop some of the projects that may be used to increase the achievement of at-risk students, and to increase the level of involvement of the parents. Two Connections Project teacher- participants agreed to develop alternative family-centered activities for students selected to participate in the project. The activities would focus on family history and would be accepted for credit in place of current class requirements. The teachers also felt that students would be given credit for homework done on the take-home computers. They could type reports, enter data to graph, compose essays, work on term papers, etc.

5. Equipment:
Research was done to determine what type of computer would be best suited for this project. At this time machines have not been ordered, but appropriate computers have been identified that will be purchased for this project. The take-home computer package will consist of remanufactured Gateway Solo 2300, Intel Pentium Processor with MS Office 97 SBE software. The purchase price starts at $1,199.

Evaluation Activities:
- Survey school districts on number of parents attending workshops

Time line:
Years 3, 4, 5

Status:
The teacher survey has been administered and analyzed for formative evaluation and planning. An annual survey will continue, with inclusion of additional items as appropriate.

- **Objective 4.4** Teachers will demonstrate the involvement of project business, industry and agricultural partners to improve student learning across the curriculum.

Project Activities:
The Project's site coordinators have responsibilities for working with the other members of the planning team and the teachers in the project in what are called areas of specialization. Our lead site coordinator at Ainsworth has the responsibility to work with the planning team and their respective teachers in developing the Project's connections between the classroom and business, industry and agriculture. Seward's lead Site Coordinator is responsible for curriculum integration by disciplines. Parental involvement in the use of technology in the classroom is the area of specialization for the lead site coordinator in Morrill. The lead site coordinator in Kearney has the responsibility for professional development of teachers. Helping planning team members and teachers understand the theory of constructivism is the area of specialization for the North Platte site coordinator.

Evaluation Activities:	Time line:
• Teacher survey	Years 3, 4, 5
• Survey of partner participants	Years 3, 4, 5

Status:
The assessment is in the planning stages and will be implemented during year 3, 4, and 5.

- **Objective 4.5** In partnership with the Indian Center, Inc.'s and its six community-based resource centers, Native American students will have increased access to information about job opportunities, career planning, and the educational requirements for those jobs.

  Project Activities:
  Several meetings have been held with Indian Center, Inc. officials. These discussions have included the necessary equipment and training needed at each site in order for Native American clients to access the Job Placement files through the Nebraska Department of Labor. The Department of Labor officials have also been included in these meetings. The topics have included software needs; Internet connections and phone connections; and appropriate training needed for each of the sites. Technology Specialists from the Project are visiting each of the Indian Center, inc. sites throughout the state to discuss the above topics.

Evaluation Activities:	Time line:
• Student survey and follow-up	Years 1, 2, 3, 4, 5

Status:
A computer usage log at each Indian Center, Inc. site is being kept, detailing the users of the computer and the types of activities performed at the computer (see attachment #9). For example, the Indian Center, Inc. reports that the equipment has been used for the following activities:

1) Basic computer skills practice
2) Keyboarding practice
3) Curriculum based games and skill reinforcement
4) Resume development
5) Basic office skills
6) Internet

An example of the data from one month of one of the Indian Center is described below:
There were 17 users who varied in age from junior high school to 45 years-old and up. Five percent from the junior high age group used the computer. Eleven percent from the high school age group used the computer. From the age bracket of 18-30, 35% used the computer. From the age bracket of 31-44, 23% used the computer and from the 45 and up age bracket, 17% used the computer. In reasons for using the computer, no one said they used the computer for a job search. Eighteen percent said they used the computer for resume use. Fifty-six percent said they used the computer for computer skills practice. Twelve percent said they used the computer for keyboard practice. Five percent said they used the computer for other reasons.

GOAL 5. Create new communities of educators and students through technology to facilitate shared learning, expanding educational resources and barrier free collaboration across Nebraska and the United States to further the national educational goals of educational reform

- **Objective 5.1** Educators across Nebraska and the U.S. will be able to access Connections Project curriculum, resources and results through the project web site and CD-ROMs, and collaborate with project participants.

Project Activities:
The project's web site is being developed at the University of Nebraska-Omaha. A web site design has been selected by our evaluation team, and the web page is up at the following address: http://ois.unomaha.edu/connections/. Our project's technology specialist at North Platte is working with the planning team and the web site designer to continue to select appropriate software and teacher lesson plan format for inclusion on the web site.

Evaluation Activities:	**Time line:**
• Monitor web site usage and CD-ROM distribution	Years 1, 2, 3, 4, 5

Status:
The web site is available to all World Wide Web users at: http://ois.unomaha.edu/connections/ Some example screen dumps of the innovative and professional looking web site are included in Attachment #10.

The site features a frames approach with a vertical navigational bar on the left. This red bar remains in this frame of the browser throughout one's visit to the site, thus enabling quick navigation going to the different segments of the site. Segments include: About, Evaluation, Business, Partners, Families, Participants, Curriculum Integration, Technology Support, Professional Development, and Your Opinion.

The "About" section takes a visitor to links for the Project Summary, information about the Challenge Grant Planning Team (including phone numbers and email links to facilitate easy contact), The Project Consortium Leadership Council information, and a copy of the New Participant Commitment (application),which all new participants submit via traditional paper media.

"Evaluation" currently features Reports (including the Evaluation Plan and Year One Server Statistics), Observations (Focus Group feedback), and behind the Teacher Products link one can find movie interviews of the January 1998 Street Fair in North Platte and a section devoted to site level staff development events.

The "Business" and "Partners" sections provide lists of the business and other partners to the grant respectively. Links to web sites are provided where available. The "Families" section provides links to several excellent family resources on the web, such as: "Internet for Parents", Boy and Girl scouts, Strong Families, Strong Schools, Domestic Violence Prevention, Child Abuse Prevention, and Parenting Basics for Strong Families - to name a few.

The "Participant" area is a password-protected Intranet, where participants can go to view a project-wide calendar, a web-based Participant Discussion Forum (that has been demonstrated, but not promoted as of yet), and the Community of Learners Data Base (COL). The COL is where participants upload their units and reflections. Thirty-six teachers have uploaded twenty-five individual units. Teachers have also used this online web form technology to submit reflections upon their work. Further details of this database appear in Attachment #10.

The "Curriculum Integration" piece includes links to Nebraska curriculum references, as well as links to Susan Kovalik and Associates and a few constructivist resources. "Technology Support" provides web visitors with links to Apple Computer, Microsoft, Claris, Digital Chisel Multi-media Software, and a step by step tutorial about making clickable maps from one of the projects Technology Specialists.

"Professional Development" will be the location of pre- and post- information about project-wide professional development experiences, and access to the online Professional Development Reflection/Evaluation Form. Planners have used this feature to electronically access and sort feedback almost instantaneously after a workshop, and have then incorporated adjustments in the very next day's delivery of further activities.

Finally, "Your Opinion" is a place where web site visitors can give feedback to the author(s) of this

website. Again to emphasize, this site is undergoing constant review and revision in order to meet the demands of the grant and keep up with cutting-edge web serving technology. Appropriate new software and software upgrades have been purchased and implemented.

- **Objective 5.2** Technology will enable students from across Nebraska and the U.S. to collaborate on learning activities.

  Project Activities:
  Planning for these activities are continuing during each year of the grant.

  Evaluation Activities:
  - Teachers logs of collaborative distance-learning or Internet-based projects

  Time line:
  Years 3, 4, 5

  Status:
  The assessment is in the planning stages and will be implemented during year 3, 4, and 5.

- **Objective 5.3** Educators serving the nation's highest risk students including those in juvenile correctional settings will have access to effective curriculum and instructional resources.

  Project Activities:
  Planning for the curriculum and instructional resources began following the 1997 summer workshops, and is continuing during each year of the project.

  Evaluation Activities:
  - Determine whether curriculum modules for juvenile corrections settings are completed and marketed and promoted nationally

  Time line:
  Year 5

  Status:
  The assessment is in the planning stages and will be implemented during year 5.

- **Objective 5.4** The Connections Project web site, part of the South Central Regional Technology in Education Consortium's electronic network, will provide efficient access to a comprehensive group of resources relating to the project, curriculum integration and technology in education.

  Project Activities:
  Planning and development is continuing for the Project's web site. This includes connections with the South Central Regional Technology in Education Consortium.

  Evaluation Activities:
  - Report on web server resources

  Time line:
  Years 1, 2, 3, 4, 5

  Status:
  The Connections web site will be available to all web users and be linked to and from the South Central Regional Technology in Education Consortium's web server. The use is being monitored using the server statistics program.

  The South Central Regional Technology in Education Consortium's web site can be accessed at: http://SCRTEC-NE.unl.edu

Appendix A

Evaluation Plan Summary

Seward Public Schools
410 South Street
Seward, Nebraska 68434

Award No. R303A6122

The Connections Project

Evaluation Team:
Dr. Neal Topp, University of Nebraska at Omaha
Dr. Neal Grandgenett, University of Nebraska at Omaha
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e-mail: topp@unomaha.edu

Included with Evaluation Progress Report #2
For budget period of October 1, 1997 - September 30, 1998

Appendix A: Evaluation Plan Summary

Purpose:

The following document is for use in providing a brief overview of the evaluation plan of the project entitled *The Connections Project*. The project is being conducted under the leadership of the Seward Public Schools in Seward, Nebraska, and is a Technology in Education Innovation Challenge Grant, funded by the U.S. Department of Education.

Project Background:

The Connections Project., the project of focus for this evaluation plan, is currently completing the second year of full operation, and is a five-year project that links technology and Nebraska state curriculum frameworks to transform the education of K-12 students in Nebraska and nationwide. The Connections project provides four major activities to assist teachers, mentors, and community members in enhancing student learning through integrated curricula supported by technology. The activities include professional development for teachers, curriculum development activities, community connections programs, and statewide and national dissemination of curriculum models and resources through a website and CD-ROMs.

The project will increase the capacity of educators to teach effectively through integrated curriculum reflecting Nebraska frameworks, the creation of a cadre of 600 teachers able to assist colleagues in effective use of curriculum integration and technology, improved achievement by high risk Nebraska students, and the creation of a national and statewide learning community of middle and secondary teachers.

The project is a part of the High-Performance Learning (HPL) Model established as the school improvement effort in Nebraska. The HPL Model allows local school districts to determine how best to meet community needs by providing for a quality education for all students and be accountable to the district patrons and the state that these services are provided.

Nebraska's commitment to education reform includes a commitment to educational technology. Nebraska's satellite, dedicated solely to educational purposes, the established Internet hub sites providing servers, toll-free access, the two way interactive distance learning pods infrastructure, and CD-ROM capabilities, will be the major technologies utilized in this project.

Evaluation Background:

The Evaluation process for *The Connections Project* continues to expand and evolve, with evaluation related data being collected and systematically reviewed for formative input into specific project objectives and related project activities. The evaluation design is carefully matched to project activities, and is implementing a five year plan for both formative and summative review (see attached spreadsheet). The evaluation is essentially that of an "impact analysis". In evaluation studies, impact analysis can be defined as "determining the extent to which one set of directed human activities affected the state of some objects or phenomena, and . . . determining why the effects were as large or small as they turned out to be" (Mohr, 1992, p.1). In this examination of the effectiveness of *The Connections Project*, the evaluation design is focused on analyzing data related to each of the goals and related project objectives. The evaluation determines the general progress and impact of the project on K-12 education in the participating schools, and includes a systematic review of the learning environments for both students and teachers. The evaluation also helps document the project as a potential model for replication by other educational institutions and organizations.

Evaluation Team:

An evaluation team is derived from the Office of Internet Studies (OIS) in the College of Education at the University of Nebraska - Omaha (UNO). The Evaluation Team consists of the following professionals:

Dr. Neal Grandgenett: Dr. Grandgenett is currently an associate professor of mathematics education within the Department of Teacher Education at the University of Nebraska at Omaha. Dr. Grandgenett is active in the examination of technology based learning environments, and has published over 30 articles and research papers related to the topic. He has also presented at numerous conferences related to educational technology, including the National Educational Computing Conference, The National Council of Teachers of Mathematics Conference, and the Society for Information Technology in Teacher Education Conference. He co-directs the Office of Internet Studies at the University of Nebraska at Omaha, which coordinates various research and grant activities related to the use of the Internet in the teaching and learning process. He recently was awarded the Paul Kennedy Diamond Professorship for outstanding research and teaching in the field of professional education, related to technology and mathematics education.

Dr. Neal Topp: Dr. Topp is currently an assistant professor of educational technology within the Department of Teacher Education at the University of Nebraska at Omaha. Dr. Topp recently won the Nebraska Information Technology Professor of the Year award, presented by the Applied Information Management Institute, and is active as an education and business consultant. He is a former teacher and administrator with over 20 years of experience in the public schools and higher education. He has presented at numerous national and international conferences, including the National Educational Computing Conference, The Telecommunications in Education Conference, and the Society for Information Technology in Teacher Education Conference. He has published numerous articles in the field, directs several grants related to educational technology, and co-directs the Office of Internet Studies at the University of Nebraska at Omaha. He teaches graduate classes in information technology which include a strong emphasis in networking, educational use of the Internet, and teacher training.

Dr. Elliott Ostler: Dr. Ostler is currently an assistant professor of teacher education specializing in mathematics and science education at the University of Nebraska at Omaha. Dr. Ostler is very active in developing technology based learning environments, and is an expert in authentic assessment. Dr. Ostler teaches courses in educational research, instructional technology, and mathematics education, and is working closely with several school districts to help them integrate new curriculum and evaluation standards into their instructional processes. He also has numerous publications and conference presentations related to these areas of expertise. In addition to his secondary and university level classroom experience, Dr. Ostler has served as an evaluation consultant on many technology based grants, including federal grants in excess of 5 million dollars.

Process:

The evaluation process uses multiple sources of information, and includes a comprehensive approach to data collection that is targeting information related to each project goal and objective. These data types include: 1) teacher survey data, 2) electronic data, such as electronic logs, 3) classroom observations and site visits, 4) teacher and student interviews, 5) student projects and portfolios, 6) teacher focus groups, 7) student focus groups, 8) standardized and teacher created test data, and 9) state surveys. All data is summarized and placed within a World Wide Web page format that is available for review by the project staff, participants, and interested stakeholders. The URL is http://ois.unomaha.edu/connections/ for the full evaluation portfolio of the *Connections Project*.

Timeline:

Attached is the formal evaluation timeline previously filed with the U.S. Department of Education, and used for formal evaluation planning within the project (see attachment #11).

Status:

The evaluation process emphasizes the blend of both quantitative and qualitative data analysis, with conclusions and implications for each objective based on multiple sources of data. The status of each project objective (along with organizational goals and related evaluation activities) is summarized in the report narrative. The overall evaluation process is well established and underway, and continues to evolve and expand with new interactive capabilities on the world wide web, such as interactive forms.

The evaluation activities draw upon comprehensive data collection procedures that use both quantitative and qualitative approaches. Evaluation work continues to provide useful formative evaluation information to the project, and helps represent the project to various stakeholders. Teachers benefit from reflecting on their project activities and provide important feedback information in surveys, over the listserv, and in personal interviews. Classroom visitations and observations are also conducted. The evaluation teams web page contributes to the historical and portfolio process for representing the project, and assists in project related dissemination of products of use to other projects and educators, such as the curriculum examples, developed instruments, data summaries, and electronic copies of formal reports. This page is also being used as a data collection tool, focused on continual electronic feedback from participants.

Finally, evaluation work continues on systematic longitudinal evaluation processes, which will help document the overall implementation model of the project. Each of these processes are more fully described within the project report, and through access of the project evaluation web page at http://ois.unomaha.edu/connections/.

IV. Budget–Year 2

DESCRIPTION	ORIGINAL BUDGET, CARRYOVER FUNDS, FEDERAL SUPPLEMENT	MONEY SPENT	MONEY TO BE SPENT	BALANCE	NOTES
SALARIES:					
Project Director	41,250	24,062	17,188	0	
Fin & Cler Asst	36,483	21,281	15,202	0	
Site Coordinators:					
North Platte	40,000	28,000	12,000	0	
Ainsworth	32,000	18,666	*	*	Site Coordinator has resigned, balance depends upon timing of replacement
Morrill	34,000	19,833	14,167	0	
Seward	28,000	16,333	11,667	0	
ESU#10	36,000	21,000	15,000	0	
Technology Spec'list					
ESU 6	23,100	0	23,100	0	Position purchased for summer workshop, presentations & speakers
ESU 13	23,100	10,448	7,463	5,189	Position shifting to a contract position with ESU 13
ESU 16	23,100	10,318	7,370	5,412	Technology specialist retiring, replacement TBD
ESU 17	23,100	7,446	5,319	10,335	Discussions regarding salary continuing
Seward	18,050	10,529	7,521	0	
Carryover	23,000	13,417	9,583	0	
EMPLOYEE BENEFITS					
Project Administrator	8,250	4,812	3,438	0	
Fin/Cler. Asst.	7,297	4,256	3,041	0	

DESCRIPTION	ORIGINAL BUDGET, CARRYOVER FUNDS, FEDERAL SUPPLEMENT	MONEY SPENT	MONEY TO BE SPENT	BALANCE	NOTES
Benefits, cont.					
Site Coordinators	22,000	12,833	9,167	0	
Technology Spec'list	22,092	12,887	9,205	0	
Carryover	39,119	39,119	0	0	
EMPLOYEE TRAVEL	30,662	13,321	17,341	0	
Carryover	11,776	11,776	0	0	
MATERIALS & SUPPLIES					
Student Use Equipment	90,000	18,000	*	*	* These funds are for high risk students to take portable computers home. Morrill is the model site for this activity and is the only site to have spent funds to date. May need to carry remainder over to Year 3 as we are awaiting model site results before expending rest of the funds.
Kearney Equipment	5,400	5,400	0	0	
SOFTWARE	3,125	0	3,125	0	
Carryover	21,000	20,000	1,000	0	
OFFICE SUPPLIES					
North Platte	3,150	1,243	1,907	0	
Ainsworth	3,150	190	2,960	0	
Morrill	3,150	1,138	2,011	0	
Seward	4,200	2,200	2,000	0	
ESU 10	3,700	500	3,200	0	

DESCRIPTION	ORIGINAL BUDGET, CARRYOVER FUNDS, FEDERAL SUPPLEMENT	MONEY SPENT	MONEY TO BE SPENT	BALANCE	NOTES
Off. Supplies, cont.					
Project Director	5,000		5,000		
CONSULTANTS & CONTRACTS					
Expert Consult'ts	7,826	0	7,826	0	Summer Workshop Funds
Curric. Dev.	44,625	0	44,625	0	"
School Board Planning Work	7,650	0	7,650	0	"
Distance-Learning Work	4,500	0	4,500	0	"
Carryover	41,430	41,430	0	0	
OTHER					
Evaluation	79,935	39,967	39,968	0	
Teleconference	10,000	0	"	"	May need to carry-over. After Lead Cadre are trained funds will be used.
Video-taping	5,000	1,000	4,000	0	
INDIRECT COSTS	17,069	0	17,069	0	
FEDERAL SUPPLEMENT	19,783	15,600	4,183	0	

Attachments
to the
Connections Project
Evaluation Progress Report No. 2:

1. Summer '97 Workshop
2. MidWinter Workshop (January 30-31, 1998)
3. Teacher Survey, May 1998
4. Summer '98 Workshop for Teacher-Participants
5. Seward Baseline Report
6. Video: Nebraska Connections Project -- Y.R.T.C. Perspective
7. Letter to Sundstand Industries
8. Parent Partnership Program documents
9. Indian Center log
10. Website frames
11. Evaluation Planning Sheet

C:\WORDPROC\PROJECT\REPORTS\Y2ANLRPT\2ANLRPT2.DOC May 22, 1998

The Connections Project
Professional Development

Summer Workshop
Kearney, Nebraska
June 22-27, 1997

Schedule for the Week

Sunday Evening, June 22
5:00 p.m.
ESU #10 & Cottonmill Park

Welcome, Introductions, and Project Overview
Dr. Bundy and Project Personnel

Picnic and Participant Interaction!
Project Personnel

WELCOME TO

THE CONNECTIONS PROJECT!

Monday, June 23

6:00 - 8:00	**Breakfast** Fort Kearny Inn
8:00	Depart for ESU #10
8:30	Grand Room *The Case for Constructivist Classrooms* Jacqueline Grennon Brooks
12:00	Lunch ESU #10
1:00	*Constructivism* Jacqueline Grennon Brooks
4:00	Grand Room *Daily Reflection/Evaluation*
4:30	Depart for Fort Kearny Inn

7:00-9:00	ESU #10 *Computer Labs open and staffed by Project Personnel* (Attendance optional)

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Tuesday, June 24

6:00 - 8:00	**Breakfast** Fort Kearny Inn
8:00	Depart for ESU #10
8:30	Grand Room *Integrated Thematic Instruction* Susan Roos Pearson Susan Kovalik & Associates
10:30	*Overview of Nebraska Curriculum Frameworks* John LeFeber Nebraska Department of Education
11:00	Frameworks Breakout Sessions - CHOOSE ONE
	Grand Room B *Social Science Framework* John LeFeber
	Distance Learning (DL)/Conference Room *Mathematics & Science Framework* Deb Romanek
	Conference Room A *Reading/Writing Framework* Barb Schweiger
	Conference Room D *Vocational Education Framework* Shirley Baum
	Grand Room C *Visual and Performing Arts Framework* Karen Bolton
12:00	Lunch ESU #10

More Tuesday...

1:00	Frameworks Breakout Sessions - *Repeated* - CHOOSE ONE
	Grand Room B ***Social Science Framework*** **John LeFeber**
	Distance Learning (DL)/Conference Room ***Mathematics & Science Framework*** **Deb Romanek**
	Conference Room A ***Reading/Writing Framework*** **Barb Schweiger**
	Conference Room D ***Vocational Education Framework*** **Shirley Baum**
	Grand Room C ***Visual and Performing Arts Framework*** **Karen Bolton**
2:15	Grand Room *Integrated Thematic Instruction and Meaningful Collaboration* Susan Roos Pearson
4:00	DL/Conference Room *Daily Reflection/Evaluation*
4:30	Depart for Fort Kearny Inn
7:00-9:00	*Computer Labs open and staffed by Project Personnel* **(Attendance optional)** **ESU #10**

Wednesday, June 25

6:00 - 8:00 Breakfast
Fort Kearny Inn

8:00 Depart for ESU #10

8:30 Grand Room
Integrated Thematic Instruction and Curriculum Writing
Susan Roos Pearson
Susan Kovalik & Associates

12:00 Lunch
ESU #10

1:00 Rotating Breakout Sessions

1:00-1:50

GROUP A	GROUP B	GROUP C
Grand Room *ITI* Sue Pearson	East Lab *Claris Home Page* Craig Manley & Jared Price	DL/Conference Room *Internet* Lori Stolcpart & Graci Gilming

2:00-2:50

GROUP A	GROUP B	GROUP C
DL/Conference Room *Internet* Lori Stolcpart & Graci Gilming	Grand Room *ITI* Sue Pearson	East Lab *Claris Home Page* Craig Manley & Jared Price

3:00-3:50

GROUP A	GROUP B	GROUP C
East Lab *Claris Home Page* Craig Manley & Jared Price	DL/Conference Room *Internet* Lori Stolcpart & Graci Gilming	Grand Room *ITI* Sue Pearson

4:00 DL/Conference Room
Daily Reflection/Evaluation

4:30 Depart for Fort Kearny Inn

7:00-9:00 *Computer Labs open and Staffed by Project Personnel*
(Attendance Optional)
ESU #10

Thursday, June 26

6:00 - 8:00 Breakfast
Fort Kearny Inn

8:00 Depart for ESU #10

8:30 Grand Room Room
The Unit Design as a Tool for Planning
Arlene Sukraw
North Platte Public Schools

9:00 Rotating Breakout Sessions

9:00-9:50

GROUP A	GROUP B	GROUP C
Grand Room B	DL/Conference Room	West Lab
Designing a Unit	*Avid Cinema*	*Digital Chisel*
Arlene Sukraw	Craig Williams	Joe LeDuc

10:00-10:50

GROUP A	GROUP B	GROUP C
West Lab	Grand Room B	DL/Conference Room
Digital Chisel	*Designing a Unit*	*Avid Cinema*
Joe LeDuc	Arlene Sukraw	Craig Williams

11:00-11:50

GROUP A	GROUP B	GROUP C
DL/Conference Room	West Lab	Grand Room B
Avid Cinema	*Digital Chisel*	*Designing a Unit*
Craig Williams	Joe LeDuc	Arlene Sukraw

12:00 Lunch
ESU #10

1:00 Grand Room
Creating a Practice Unit!
Project Participant Teams
Assistance available from Site Coordinators and Technology Specialists

More Thursday...

4:00	DL/Conference Room *Daily Reflection/Evaluation*
4:30	Depart for Fort Kearny Inn

7:00-9:00	*Computer Labs open and Staffed by Project Personnel* **(Attendance optional)** **ESU #10**

Friday, June 27

6:00 - 8:00	**Breakfast & Check-out** **Fort Kearny Inn**
8:00	Depart for ESU #10
8:30	**Grand Room** *Sharing Progress on Practice Units* **Share feedback on:** **Themes** **Connections** **Use of Resources** **Successes** **Challenges** *Time to Reflect on Feedback/Refine Units*
12:00	Lunch ESU #10
1:00	**Grand Room** *Final Details* **Project Timeline** **Communication Plans** **Daily Reflection/Evaluation** **Arrangements for College Credit** **Documentation for Stipends**

Thank you for being a participant in The Connections Project!

ATTACHMENT #2

Workshop Goals

- Provide participants with the opportunity to continue theory building in the concepts of brain-compatible and integrated learning.
- Provide participants with the opportunity to learn with other project participants in planning for improved student learning experiences.
- Provide participants with the opportunity to develop skill in the use of technology as a tool to integrate student learning.
- Provide participants with a renewed motivation to continue working toward improving student learning.

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The Connections Project

A United States Department of Education Technology Innovation Challenge Grant

For more information contact:

Larry Bundy, Project Director
(402) 471-2183
or
Local Site Coordinator

3 R's (Reading, Writing, Arithmetic)

+ 3 T's (Thinking, Technology, Teamwork)

Successful Students

The Connections Project Mid-Winter Workshop

January 30, 1998, 4:00-9:00 p.m.
January 31, 1998, 8:00-1:00 a.m.
North Platte, Nebraska

Workshop Schedule

Friday, January 30
Camino Inn & Suites

3:00-3:30 p.m.
Room check-in (Double occupancy)

4:00-6:00 p.m.
Ballroom
"The Three R's...More about the Brain"
Jill Hay, Educational Consultant
Susan Kovalik & Associates

6:00-7:00 p.m.
Buffet Supper & Participant Interaction

7:00-9:00 p.m.
"Building in The Three T's"
Jill Hay, Educational Consultant
Susan Kovalik & Associates

Jill Hay returns to us from Education Service Center Region 12 in Waco, Texas. Jill is an associate with Susan Kovalik and Associates and orchestrates professional development in Integrated Thematic Instruction and Brain Compatible Learning. As SK&A expects, Jill certainly "walks her talk" while facilitating learning. A "teacher teaching teachers," Jill was well received as she worked with project participants last July in North Platte and on November 22 in Kearney! We are fortunate to have her join us again as she helps us to blend together the "Three R's" and the "Three T's" for the benefit of our students!

Saturday, January 31
North Platte High School

8:00-9:30 a.m.

Group A
"Getting the Most Out of Teaming...With Colleagues and Among Students"
Jill Hay

Group B
"Using Technology Tools to Integrate Student Learning"
Participants will choose from among the following three ninety-minute sessions

"Using Internet in Classrooms: When, How, What, and Other Questions"
Dr. Neal Topp
Office of Internet Studies
University of Nebraska at Omaha
Studies have indicated that the Internet has the most impact on student learning when students themselves actually use the Internet. Since this is a relatively new concept to teachers, many concerns and questions are voiced. This presentation will focus on five often-asked questions: When is it appropriate to use the Internet? How do I find needed information on the Internet? What are effective ways to use the Internet with students? How can Internet sites be evaluated? and What is the correct way to cite an Internet site? After discussing the questions, participants will then investigate example web sites and practice strategies.

"Moving Into the Virtual World"
Kurt Zadina
Holcomb's Education Resource
Kurt, formerly of ESU #3 at Omaha, has worked extensively with virtual reality. In this session, Kurt will demonstrate this exciting technology by sharing some of its application to the educational process. There will be opportunity for hands-on participation.

"The Technology Interaction Room"
Connections Project Personnel
This will be a resource area for participants who want to get their hands on the computers and other materials. Attendees will be given the opportunity to be self-directed learners, and Connections Project personnel will be on hand to offer assistance when requested. This will be the place to go to interact with other participants from your own or other Connections Project sites. Pull up a chair, grab some print resources, talk to some colleagues..."Just Do It!"

9:30-10:30 a.m.
"The Connections Project Street Fair"
Connections Project Participant
Here's your chance to find out what project happenings are taking place across the state! Several of our Connections Project participants, representing each of the lead sites, will be sharing their unit designs in a format similar to a vendor display at other conferences (except that you won't be asked to purchase anything!). We're looking forward to an exciting hour of communicating, idea-borrowing, and learning about the implementation of The Connections Project!

10:30-12:00 a.m.
Groups A and B alternate

12:00-1:00 p.m.
Lunch Buffet, Closing Remarks, Presentations, & Departure

What else do I need to know about the Mid-Winter Workshop?

√ Each participant attending the Workshop will receive a $75.00 stipend

√ Participants may wish to bring their Connections Project notebooks so that new information may be added as it is received

√ We are asking participants to share rooms (double occupancy) at Camino Inn & Suites due to the relatively short time that will be spent in them (Site Coordinators will be making room assignments)

√ The attire for this event will be CASUAL.

√ In case of inclement weather, the conference will be re-scheduled and participants will be notified

ONE PASS WILL SCAN BOTH SIDES SIDE 1

KEEP OVERPRINTING WITHIN THESE LINES

FEED IN THIS DIRECTION

SURVEY MARKING INSTRUCTIONS
• Use a No. 2 Pencil
• Fill circles completely
• Erase cleanly

ATTACHMENT #3

Teacher Survey -- May 1998

The Connections Project: Strengthening Learning Through Technology-Based Integrated Curriculum and Professional Development

Purpose: The purpose of this survey is to gather initial demographics, technology usage, and teaching philosophy information from teachers in the Connections Project schools. All data collected in this survey will be kept in the strictest confidence. No individual names will be reported in any report, and only group information will be analyzed and described. This survey is being coordinated by the Office of Internet Studies at the University of Nebraska at Omaha. For information related to this survey, or to receive or provide other information related to the evaluation process of the Connections Project, please contact Dr. Neal Topp, Office of Internet Studies. Phone: (402) 554-3679 E-Mail: k12eval@unomaha.edu Thank you very much!

Name: _____

E-mail Address: _____

School: _____ Grade(s) you teach _____

Subject(s) you teach _____

Please mark the bubble that best describes your response for each item.

Rate your current **proficiency** in using the following computer-related technologies.

A. Unfamiliar - do not know what this item is
B Low - little or no skill
C. Medium - some proficiency, could use some advanced training
D. High - very proficient, use regularly

		Unfamiliar	Low	Med	High
9.	Word processing	A	B	C	D
10.	Database	A	B	C	D
11.	Spreadsheet	A	B	C	D
12.	Hypermedia (e.g., Hypercard, Hyperstudio, Linkway, Digital Chisel, etc.)	A	B	C	D
13.	Educational Specific Software	A	B	C	D
14.	CD ROM	A	B	C	D
15.	Problem solving/Higher order thinking applications	A	B	C	D
16.	Electronic Mail	A	B	C	D
17.	Listserv	A	B	C	D
18.	World Wide Web	A	B	C	D
19.	Authoring Web Pages	A	B	C	D
20.	Internet Video Conferencing	A	B	C	D

SURVEY NUMBER

NATIONAL COMPUTER SYSTEMS

DO NOT PRINT IN THIS AREA

Rate your current proficiency in using the following in your lesson planning.

	Unfamiliar	Low	Med	High
21. State curriculum frameworks for your discipline	A	B	C	D
22. National standards for your discipline	A	B	C	D
23. Goals 2000	A	B	C	D

Please mark the bubble that best describes your response for each item.

24. Please indicate the number of HTML (Web) pages you have authored.
A. 0 B. 1-2 C. 3-4 D. 5-9 E. 10 or more

25. Please indicate the total number of HTML (Web) pages your students have authored.
A. 0 B. 1-10 C. 11-20 D. 21-30 E. 31 or more

26. For any one course or subject, how often per month do you have your students use e-mail?
A. 0 B. 1-2 C. 3-5 D. 6-8 E. 9 or more

27. For any one course or subject, how often per month do you have your students use the World Wide Web?
A. 0 B. 1-2 C. 3-5 D. 6-8 E. 9 or more

28. For any one course or subject, how often per month do you use cooperative learning groups in your classroom?
A. 0 B. 1-2 C. 3-5 D. 6-8 E. 9 or more

29. For any one course or subject, how often per month do you have students develop projects ?
A. 0 B. 1-2 C. 3-5 D. 6-8 E. 9 or more

30. For any one course or subject, how often per month do you lecture or demonstrate to your students ?
A. 0 B. 1-2 C. 3-5 D. 6-8 E. 9 or more

31. For any one course or subject, how often per month do you have students use the computer?
A. 0 B. 1-2 C. 3-5 D. 6-8 E. 9 or more

32. For any one course or subject, how often per month do you have students research (on their own or in groups) a topic?
A. 0 B. 1-2 C. 3-5 D. 6-8 E. 9 or more

33. For any one course or subject, how often per month do you have students focus on problem solving?
A. 0 B. 1-2 C. 3-5 D. 6-8 E. 9 or more

34. I feel comfortable with designing lessons that reflect the Nebraska frameworks.
A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

35. I feel comfortable with designing lessons that integrate more than one discipline.
A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

36. I feel comfortable with designing lessons that integrate Internet.
A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

37. I feel comfortable with authoring basic web pages that include text and links.
A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

38. I feel comfortable with authoring web pages that include some multi-media, such as graphics, sound, and/or movies.
A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

39. What is your degree status at this time?
A. BA/BS B. BA/BS+15 C. Masters D. Masters+15 E. Doctorate

40. What is your gender? A. Female B. Male

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NATIONAL COMPUTER SYSTEMS

Teacher Survey

The Connections Project: Strengthening Learning Through Technology-Based Integrated Curriculum and Professional Development

Rate your current <u>proficiency</u> in using the following computer-related technologies.

A. Unfamiliar - do not know what this item is
B Low - little or no skill
C. Medium - some proficiency, could use some advanced training
D. High - very proficient, use regularly

1997		1998		**9) Word Processing**
1st Yr	**All**	**1st Yr**	**All**	
2%	4%	0%	2%	A) Unfamiliar
7%	11%	1%	6%	B) Low
35%	35%	36%	37%	C) Medium
56%	50%	63%	55%	D) High
3.4	**3.3**	**3.6**	**3.4**	**MEAN**

1997		1998		**10) Database**
1st Yr	**All**	**1st Yr**	**All**	
15%	21%	7%	16%	A) Unfamiliar
41%	39%	42%	40%	B) Low
37%	31%	40%	33%	C) Medium
7%	9%	11%	11%	D) High
2.4	**2.3**	**2.5**	**2.4**	**MEAN**

1997		1998		**11) Spreadsheet**
1st Yr	**All**	**1st Yr**	**All**	
14%	17%	5%	12%	A) Unfamiliar
34%	35%	38%	36%	B) Low
34%	32%	41%	36%	C) Medium
18%	16%	16%	16%	D) High
2.7	**2.4**	**2.7**	**2.6**	**MEAN**

1997		1998		**12) Hypermedia**
1st Yr	**All**	**1st Yr**	**All**	
43%	53%	15%	32%	A) Unfamiliar
36%	33%	47%	43%	B) Low
17%	11%	32%	20%	C) Medium
4%	3%	6%	5%	D) High
1.8	**1.6**	**2.3**	**1.9**	**MEAN**

1997		1998		13) Educational Specific Software
1st Yr	All	1st Yr	All	
17%	20%	5%	13%	A) Unfamiliar
32%	32%	29%	29%	B) Low
35%	36%	46%	43%	C) Medium
15%	12%	20%	16%	D) High
2.5	**2.4**	**2.8**	**2.6**	**MEAN**

1997		1998		14) CD ROM
1st Yr	All	1st Yr	All	
11%	20%	6%	15%	A) Unfamiliar
36%	35%	15%	26%	B) Low
34%	31%	49%	37%	C) Medium
19%	14%	30%	21%	D) High
2.6	**2.4**	**3.0**	**2.7**	**MEAN**

1997		1998		15) Problem Solving/Higer order thinking applications
1st Yr	All	1st Yr	All	
23%	26%	11%	18%	A) Unfamiliar
26%	28%	11%	23%	B) Low
35%	33%	44%	41%	C) Medium
16%	13%	33%	18%	D) High
2.4	**2.3**	**3.0**	**2.6**	**MEAN**

1997		1998		16) Electronic Mail
1st Yr	All	1st Yr	All	
5%	8%	5%	4%	A) Unfamiliar
13%	15%	9%	9%	B) Low
35%	34%	40%	39%	C) Medium
45%	43%	46%	48%	D) High
3.3	**3.2**	**3.3**	**3.3**	**MEAN**

1997		1998		17) Listserv
1st Yr	All	1st Yr	All	
48%	55%	53%	47%	A) Unfamiliar
28%	24%	27%	30%	B) Low
17%	15%	16%	17%	C) Medium
7%	6%	4%	6%	D) High
1.8	**1.7**	**1.7**	**1.8**	**MEAN**

1997		1998		18) World Wide Web
1st Yr	All	1st Yr	All	
8%	10%	9%	6%	A) Unfamiliar
20%	27%	16%	14%	B) Low
42%	38%	43%	46%	C) Medium
30%	25%	32%	34%	D) High
2.9	**2.8**	**3.0**	**3.1**	**MEAN**

1997		1998		19) Authoring Web Pages
1st Yr	All	1st Yr	All	
59%	57%	47%	38%	A) Unfamiliar
26%	32%	42%	45%	B) Low
13%	9%	9%	13%	C) Medium
2%	2%	2%	4%	D) High
1.6	**1.6**	**1.7**	**1.8**	**MEAN**

1997		1998		20) Internet Video Conferencing
1st Yr	All	1st Yr	All	
68%	68%	70%	61%	A) Unfamiliar
30%	29%	28%	36%	B) Low
1%	2%	2%	3%	C) Medium
1%	1%	0%	0%	D) High
1.4	**1.4**	**1.3**	**1.4**	**MEAN**

Rate your current proficiency in using the following in your lesson planning.

1997		1998		21) State curriculum frameworks for you discipline
1st Yr	All	1st Yr	All	
22%	29%	26%	20%	A) Unfamiliar
26%	27%	20%	18%	B) Low
35%	28%	39%	44%	C) Medium
16%	16%	15%	18%	D) High
2.5	**2.3**	**2.4**	**2.6**	**MEAN**

1997		1998		22) National standards for you discipline
1st Yr	All	1st Yr	All	
27%	30%	23%	20%	A) Unfamiliar
29%	25%	25%	25%	B) Low
31%	30%	36%	38%	C) Medium
13%	15%	16%	17%	D) High
2.3	**2.3**	**2.4**	**2.5**	**MEAN**

1997		1998		23) Goals 2000
1st Yr	All	1st Yr	All	
29%	31%	24%	19%	A) Unfamiliar
25%	30%	35%	36%	B) Low
39%	31%	32%	34%	C) Medium
7%	8%	9%	11%	D) High
2.2	**2.2**	**2.3**	**2.4**	**MEAN**

Please mark the bubble that best describes your response for each item.

1997		1998		24) Please indicate the number of HTML (Web) pages you have authored.
1st Yr	All	1st Yr	All	
81%	86%	82%	74%	A) 0
12%	9%	13%	20%	B) 1-2
4%	3%	1%	1%	C) 11-20
2%	1%	1%	1%	D) 21-30
1%	1%	3%	4%	E) 31 or more
1.3	**1.2**	**1.3**	**1.4**	**MEAN**

1997		1998		25) Please indicate the number of HTML (Web) pages your students have authored.
1st Yr	All	1st Yr	All	
91%	91%	88%	87%	A) 0
6%	6%	8%	9%	B) 1-10
2%	1%	1%	1%	C) 3-4
1%	1%	2%	1%	D) 5-9
0%	1%	1%	2%	E) 10 or more
1.1	**1.1**	**1.2**	**1.2**	**MEAN**

1997		1998		26) For any one course or subject, how often per month do you have your students use e-mail?
1st Yr	All	1st Yr	All	
75%	79%	76%	77%	A) 0
14%	9%	11%	11%	B) 1-2
2%	5%	5%	4%	C) 3-5
4%	2%	3%	3%	D) 6-8
5%	5%	6%	5%	E) 9 or more
1.5	**1.4**	**1.5**	**1.5**	**MEAN**

1997		1998		27) For any one course or subject, how often per month do you have your students use the WWW?
1st Yr	All	1st Yr	All	
47%	57%	42%	33%	A) 0
33%	23%	27%	33%	B) 1-2
11%	10%	19%	19%	C) 3-5
3%	4%	5%	7%	D) 6-8
6%	6%	7%	8%	E) 9 or more
1.9	**1.8**	**2.1**	**2.2**	**MEAN**

1997		1998		28) For any one course or subject, how often per month do you use cooperative learning groups in your classroom?
1st Yr	All	1st Yr	All	
7%	15%	14%	10%	A) 0
14%	22%	20%	19%	B) 1-2
34%	25%	30%	33%	C) 3-5
22%	17%	20%	20%	D) 6-8
23%	21%	16%	18%	E) 9 or more
3.4	**3.1**	**3.1**	**3.2**	**MEAN**

1997		1998		29) For any one course or subject, how often per month do you have students develop projects?
1st Yr	All	1st Yr	All	
21%	25%	22%	16%	A) 0
53%	46%	45%	47%	B) 1-2
12%	17%	18%	24%	C) 3-5
4%	5%	11%	9%	D) 6-8
10%	7%	4%	4%	E) 9 or more
2.3	**2.2**	**2.3**	**2.5**	**MEAN**

1997		1998		30) For any one course or subject, how often per month do you lecture or demonstrate to your students?
1st Yr	All	1st Yr	All	
5%	9%	4%	3%	A) 0
6%	7%	8%	8%	B) 1-2
27%	16%	12%	14%	C) 3-5
21%	23%	18%	20%	D) 6-8
41%	45%	58%	55%	E) 9 or more
3.9	**3.9**	**4.2**	**4.2**	**MEAN**

1997		1998		31) For any one course or subject, how often per month do you have your students use the computer?
1st Yr	All	1st Yr	All	
11%	22%	20%	15%	A) 0
45%	32%	27%	30%	B) 1-2
17%	18%	20%	22%	C) 3-5
8%	7%	11%	11%	D) 6-8
19%	21%	22%	22%	E) 9 or more
2.8	**2.7**	**2.9**	**3.0**	**MEAN**

1997		1998		32) For any one course or subject, how often per month do you have your students research a topic?
1st Yr	All	1st Yr	All	
19%	28%	26%	20%	A) 0
54%	42%	44%	49%	B) 1-2
17%	20%	19%	19%	C) 3-5
5%	5%	7%	7%	D) 6-8
5%	5%	4%	5%	E) 9 or more
2.2	**2.1**	**2.2**	**2.3**	**MEAN**

1997		1998		33) For any one course or subject, how often per month do you have your students focus on problem solving?
1st Yr	All	1st Yr	All	
6%	12%	4%	3%	A) 0
26%	21%	16%	18%	B) 1-2
34%	28%	25%	25%	C) 3-5
15%	15%	17%	18%	D) 6-8
19%	24%	38%	36%	E) 9 or more
3.1	**3.2**	**3.7**	**3.7**	**MEAN**

1997		1998		34) I feel comfortable with designing lessons that reflect the Nebraska Frameworks.
1st Yr	All	1st Yr	All	
17%	15%	13%	14%	A) Strongly Agree
33%	26%	25%	31%	B) Agree
36%	41%	46%	43%	C) Neutral
7%	11%	7%	6%	D) Disagree
7%	7%	10%	6%	E) Strongly Disagree
2.5	**2.7**	**2.7**	**2.6**	**MEAN**

1997		1998		35) I feel comfortable with designing lessons that integrate more than one discipline.
1st Yr	All	1st Yr	All	
28%	26%	21%	27%	A) Strongly Agree
53%	49%	50%	49%	B) Agree
14%	17%	22%	17%	C) Neutral
1%	3%	4%	4%	D) Disagree
4%	5%	3%	3%	E) Strongly Disagree
2.0	**2.1**	**2.2**	**2**	**MEAN**

1997		1998		36) I feel comfortable with designing lessons that integrate Internet.
1st Yr	All	1st Yr	All	
27%	17%	12%	15%	A) Strongly Agree
29%	26%	30%	37%	B) Agree
24%	31%	29%	24%	C) Neutral
14%	16%	17%	14%	D) Disagree
6%	10%	12%	10%	E) Strongly Disagree
2.4	**2.8**	**2.9**	**2.6**	**MEAN**

1997		1998		37) I feel comfortable with authoring basic web pages that include text and links.
1st Yr	All	1st Yr	All	
9%	9%	6%	7%	A) Strongly Agree
18%	13%	13%	15%	B) Agree
26%	25%	20%	22%	C) Neutral
26%	23%	24%	25%	D) Disagree
21%	30%	37%	31%	E) Strongly Disagree
3.3	**3.6**	**3.7**	**3.6**	**MEAN**

1997		1998		38) I feel comfortable with authoring web pages that include some multi-media, such as graphics, sound, and/or movies.
1st Yr	All	1st Yr	All	
10%	9%	6%	6%	A) Strongly Agree
18%	13%	13%	13%	B) Agree
22%	24%	19%	19%	C) Neutral
29%	24%	24%	28%	D) Disagree
21%	30%	38%	34%	E) Strongly Disagree
3.3	**3.5**	**3.7**	**3.7**	**MEAN**

1997		1998		39) What is your degree status at this time?
1st Yr	All	1st Yr	All	
15%	16%	12%	13%	A) BA/BS
38%	35%	40%	38%	B) BA/BS + 15
13%	12%	15%	15%	C) Masters
34%	37%	32%	33%	D) Masters + 15
0%	0%	1%	1%	E) Doctorate
2.6	**2.7**	**2.7**	**2.7**	**MEAN**

1997		1998		40) What is your gender?
1st Yr	All	1st Yr	All	
68%	57%	53%	60%	A) Female
32%	43%	47%	40%	B) Male
1.3	**1.4**	**1.5**	**1.4**	**MEAN**

Tentative Agenda (May 20, 1998)

1998 Connections Project
Summer Workshop
ESU 10 - July 26 - 31, 1998

Participants:

Ainsworth	4	ESU	6	6
Morrill	3	ESU	10	13
North Platte	8	ESU	13	3
Seward	4	ESU	16	3
Geneva	2	ESU	17	3
Kearney	2			====
	====	subtotal		28
subtotal	23			
		Total 51		

Tentative Schedule

Sunday

3 PM- ~~8~~ 6	Setup Street Fair
4 PM	All Participants Arrive
4 - 5 PM	Street Fair
5 - 6 PM	Opening Greeting & Announcements
6 - 7 PM	Street Fair (cont.)
~~7 - 8 PM~~ 6	Dinner - Cottonmill Park

Monday

AM	Welcome (30 min.) Jill Hay (3 hr.)
11:30	Lunch (1 hr.)
PM	3 "75 min." Concurrent Sessions (Everyone attends all 3) a) Jill Hay b) Lesson Plan Design - Lead Cadre / Team c) Technology - Lead Cadre / Team

Tuesday

AM	Announcements / Warm-up (15 min.) Jill Hay (3 hr. 15 min.)
11:30	Lunch (1 hr.)
PM	3 "75 min." Concurrent Sessions (Everyone attends all 3) a) Jill Hay b) Technology - Lead Cadre / Team c) Technology - Lead Cadre / Team

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Wednesday

AM
Announcements / Warm-up (15 min.)
Frameworks - Overview (Large Group - 30 min.)
Frameworks - Breakout Sessions (attend 1 - 60 min.)
Unit Design Work Time - (Small groups - 75 min.)
(Frameworks presenters visit and help small groups)
Frameworks - Question Answer - (Large Group - 30 min.)

11:30 Lunch (1 hr.)

PM
3 "75 min." Concurrent Sessions
(1 mandatory + choice of 2 out of 4 other sessions)
a) Unit Design Instruction & Work Time (mandatory)
b) Technology - Lead Cadre / Team
c) Technology - Lead Cadre / Team

Thursday

AM
Announcements / Warm-up (15 min.)
3 "75 min." Concurrent Sessions
(1 mandatory + choice of 2 out of 4 other sessions)
a) Unit Design Instruction & Work Time (mandatory)
b) Technology - Lead Cadre / Team
c) Technology - Lead Cadre / Team

11:30 Lunch (1 hr.)

PM
3 "75 min." Concurrent Sessions
(Choice of 4 different tech sessions or working on unit)
a) Unit Design Work Time or Technology - Lead Cadre / Team
b) Unit Design Work Time or Technology - Lead Cadre / Team
c) Unit Design Work Time or Technology - Lead Cadre / Team

Friday

AM
Announcements / Warm-up (15 min.)
Sharing / Presentation of Curriculum Units

11:30 Closing Comments and Evaluations

12:00 Lunch (1 hr.)

Challenge Grant

The Connections Project

Seward Public Schools

Baseline Data Report

Submitted March 26, 1997,

by Ann Lyon and Craig Williams

1.1 Current staff development activities for teachers that focus upon the curriculum and upon technology	1.2 A current inventory of technology equipment in place
1.3 Current technology support that our school provides for classroom instruction	1.4 Activities currently underway that support the integration of the various disciplines in the classrooms

1.1 Current staff development activities for teachers that focus upon the curriculum and upon technology

School District of Seward Mission Statement

The School District of Seward, in cooperation with parents and community, affirms that all students will become productive and contributing members of a global community through the mastery of essential skills. Each student will develop a positive self-concept and the ability to cooperate with others. The District is committed to the development of the whole person as a life-long learner in a changing world.

Staff development opportunities and activities for the teachers of Seward Public Schools are planned by a K-12 Staff Development Council. The Council is comprised of two teachers from each of the three building levels (the elementary school, the middle school, and the high school), the three building principals, the Special Services Director, the Seward Education Association President, and the Curriculum & Staff Development Director. This group developed their purpose statement, which is printed below:

Staff Development Program Purpose Statement

In order to support the District's mission, the staff development program's goal is to improve student learning in the Seward Public Schools by continuously upgrading and broadening staff knowledge and instructional practices.

The **focus** for the 1996-97 staff development program was the "assessment of student learning". The rationale for this focus is based on the following:

- Most components of the district's strategic plan call for improved student learning. In order to assess the effectiveness of the plan, it is imperative to be able to assess student progress appropriately.
- This focus is being continued and expanded upon from the 1995-96 school year's focus on working in collegial coaching teams and assessment of student learning.

The Staff Development Council studied the work of Bruce Joyce and Beverly Showers to determine the **effectiveness of several components of training.** The study caused council members to utilize these components by basing the framework for staff development on a strategy of "Collegial Coaching Teams (CCTs)". Each teacher is a member of a CCT, through which the topic of assessment is studied by searching for and sharing with each other research and professional articles on the topic of the assessment of student learning. As teams study, members are encouraged to try various strategies that are appropriate to assess learning in their classrooms. Gaining feedback from other team members will assist in having various assessment strategies be successful. The eventual goal will be to have teachers serve as "peer coaches" to one another, actually observing and offering assistance in the classroom.

The **expectations** for the 1996-97 focus on assessment are as follows:

All teachers will:

- Participate on a collegial coaching team
- Expand upon a knowledge base relative to assessment
- Implement one new assessment practice

Seward teachers have had the opportunity to take part in **ten full professional development days** during the 1996-97 school year. Four of these days took place prior to the start of school in August, and the remainder were scattered among the various remaining months. The K-12 Staff Development Council planned for the CCTs to meet at least one two-hour block on each of these days. Building Staff Development Committees at each building then planned other activities for the inservice days based on the needs of those in the building. Faculty feedback forms were gathered by the K-12 Council at the conclusion of each of the days. Varying degrees of success were enjoyed by the various collegial coaching teams.

Some took flight, while others tended to mark time. Other activities during each day, such as workshops on discipline and behavior issues, also met with varying degrees of satisfaction by our teachers. At the close of the last inservice of the year, the council will ask each CCT to complete an evaluation form together. This information will be used to plan for professional development for the 1997-98 school year.

While the CCTs' work on assessment of student learning was **focused heavily on the disciplines and their curricula, the focus on the use of technology was a little lighter.** During some years, the building staff development committees have arranged for their faculties sessions on the use of various technological tools. This year, there was some work done in training teachers to use Integrade at both the middle and high schools.

Other staff development opportunities exist for teachers through district courses. Staff members with an expertise in a particular area can propose to the K-12 Staff Development Council a course to be offered outside of contract time to their peers. For teaching a district course, staff members can earn money according to the number of clock hours in the course. Several courses over the past three years have dealt with the use of technology. During the 1996-97 school year, one course has been offered, with another to be taught immediately after the close of the school year. The two classes for the 1996-97 school year are "To Netscape and Beyond" and "More with the Mac". Participants taking the courses receive professional growth points.

As always, ESU #6 at Milford has offered workshops and courses for teachers that focus upon curriculum and upon technology. Teachers who wish to participate in these sessions may take professional leave with the approval of their building principal and the superintendent.

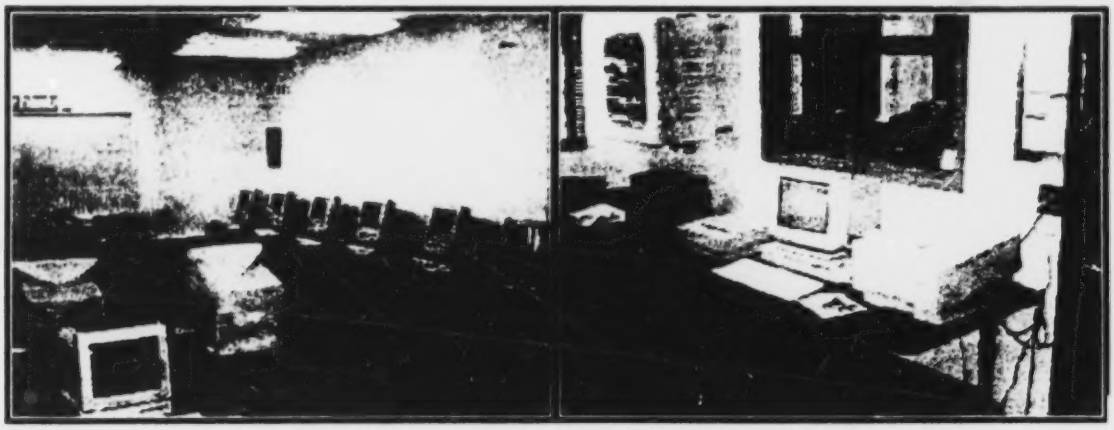
1.2 A current inventory of technology equipment in place

The entire Seward School system is connected to the Internet through a server located at our local college. The Seward Connect server also provides e-mail accounts to both students and staff.

Middle School

The Middle School has a wide range of technology in use. Apple IIe's and IIGS's are still in use by students and teachers. One lab (25) is used to teach keyboarding and word processing to 5th, 6th and 7th grade students. Some of the teachers still like the platform.

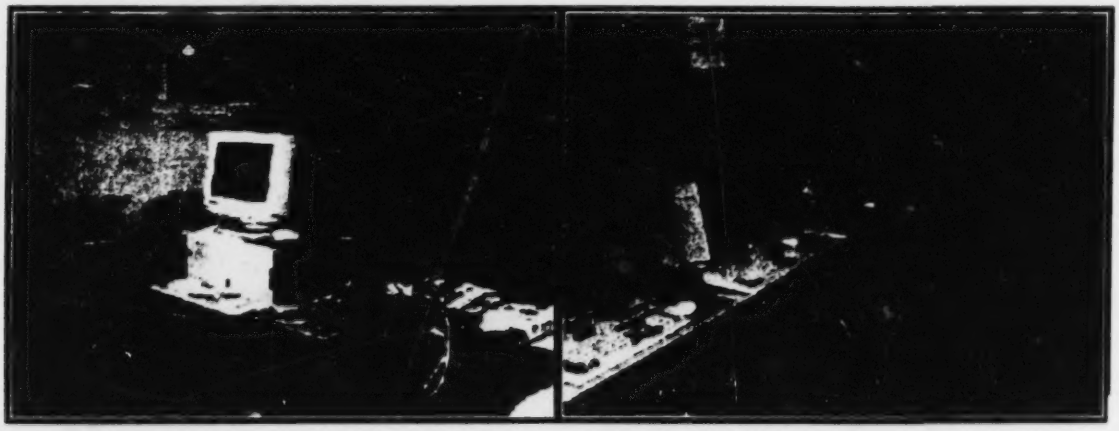
Macintoshs are spread throughout the building. About half of them are located in the "Mac Lab". This lab is used to teach 8th grade computers courses and can also be reserved by teachers for classroom projects. It also includes a color scanner, grayscale scanner and a quicktake camera.



The library is equipped with an electronic card catalog system and also has 4 CD-ROM search stations. LCII's are being provided to teachers - one machine for every two teachers. Many of them have 40 meg HD's and have limited Internet capabilities. Teachers submit grades and budget requests electronically.

High School

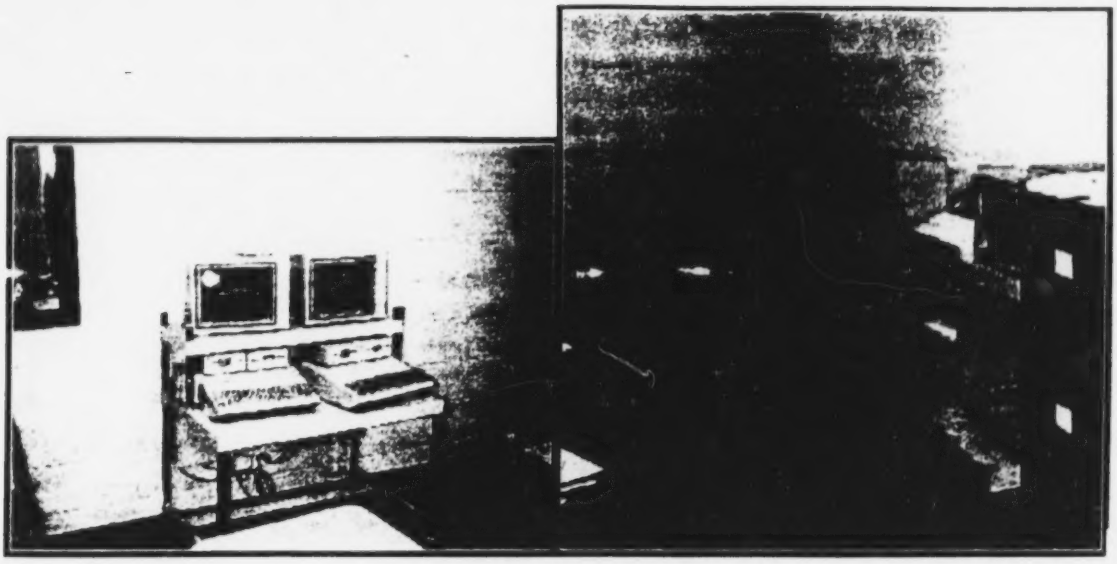
The High School also has a wide range of technology present. Three IBM servers connect about 120 machines. Sixty of these machines are located in three labs. One lab consists of 20 Pentium - 75's (below). Another lab has 20 - 486-33's. The third lab ranges from 13 - 486-66's to 4 IBM Model 50's (also shown below). The first two labs are for instruction, while the third is set aside for teachers to reserve for classroom projects.



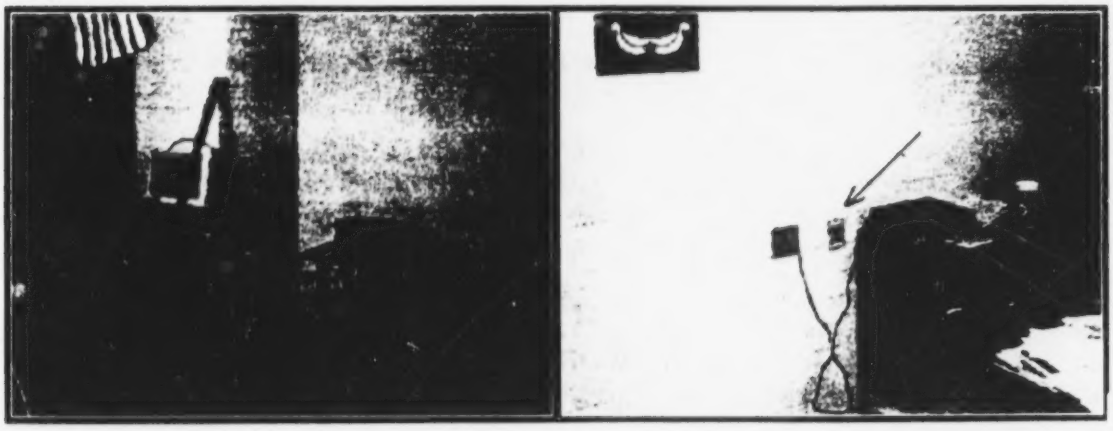
A tech lab was added to our program this year. It includes 16 stations. Each station focuses on a different technology concept.

Apple IIE's are still being used by our math and english departments. They also have 20 286's divided between two rooms.

C1



Aproximately two-thirds of our teachers have access to a computer in their room, but many are still waiting! In a few cases, the typewriter has more appeal! Thirteen rooms have the ethernet connection, but no machine! Most of the room machines are lab cast-aways!



We also have one room of Macintosh's consisting of one Power Mac with a 17" monitor (used for the yearbook and weekly newspaper), two LC II's and six SE's. Our library has its own server with a 14 bay CD Tower available for each of its stations.

1.3 Current technology support that our school provides for classroom instruction

The School District of Seward utilizes a **curriculum development process** for each of the disciplines offered for our students. Language Arts, Foreign Languages (Spanish and German), Social Studies, Mathematics, Science, Physical Education, Health, Fine Arts, Computer, and Vocational Education are the disciplines offered in our district. Over the past six years, committee representatives from the elementary, middle, and high schools have met to work their way through the four phases of the process of curriculum development including; knowledge-building, outcomes development, implementation, assessment design and program evaluation. Teacher representatives are released from their classrooms to do this work. The process incorporates several "across the curriculum" concepts into each discipline, one of which is technology.

Beginning in 1991-92, Seward Public Schools embarked on a **strategic planning** journey. Among the objectives set forth by the school/community planning committee was, "The Seward Public Schools will prepare students to utilize new and emerging technologies." This statement was later revised to, "Students will utilize new and emerging technologies." An action plan was developed to help the district's students reach this objective. 1) Teachers will develop an awareness of how to utilize technologies available within their disciplines and help preview, evaluate, and select appropriate hardware and software, 2) students will develop a proficiency in the use of a variety of identified technologies across all disciplines, 3) each building will develop a short-term and long-term plan in the use of technology, and 4) the School District of Seward will include in its staff development program training in the uses of technology as a teaching tool in the classroom and in the administrative use of technology. As a result of the work of this objective's action team, teachers in the district must become competent in various skills of using technology by the fall of 1997. Teachers take advantage of the inservice sessions, the district courses, and ESU #6 staff development offerings in order to reach this competency.

BEST COPY AVAILABLE

1.4 Activities currently underway that support the integration of the various disciplines in the classrooms

During the **strategic planning** process, an objective was designed that stated, "The School District of Seward will deliver the curriculum to students in a way that reflects the interrelatedness of learning." This was later revised to place the focus on student learning. The revised objective reads, "Students of the School District of Seward will demonstrate the ability to integrate curricular knowledge and skills to achieve the Essential Learnings of the District." As the action team working on this objective progressed with planning, they listed a set of indicators of success as the objective is implemented. If this plan is successful, we should see: 1) students demonstrating essential learnings of the district, 2) students working in interdisciplinary projects, 3) projects like the middle school's outdoor education experience, 4) teachers helping students make connections to other courses and/or "real life", and 5) scheduling decisions made with integration in mind.

The **intent and the planning infrastructure** are in place for Seward to implement this objective. The momentum of the plan, though, has not carried us into this arena. We are currently at the point where we are ready to trudge forward...the last of our curricular areas are completing the task of developing their student outcomes; we know what students should be learning in each of the disciplines in Seward Public Schools. There have been some attempts at parallel integration at the high school in the past several years. English and Social Studies teachers have worked together to plan units for students studying American History and American Literature. At times the band director has been seen wheeling a piano down the hall to work with a Social Studies teacher. The middle school staff is employing the middle level philosophy and has an interdisciplinary team of core teachers for each of grades five, six, seven, and eight. These teams have planned interdisciplinary units based on particular issues, usually one unit per year. Teachers in both the middle school and high school have attempted, somewhat informally, to draw connections for students concerning topics or issues being studied in some classes that may coincide with what they are learning in others. The high school is in its third year of implementing a block schedule, where students attend 90-minute classes, four each day. Their semester is a nine-week term.

Connections Project Video

1) **Summer Workshop**
2) **YRTC-Kearney Projects**
3) **Street Fair – North Platte – 1/30/98**
4) **Group (L1) Video Production**
5) **Group (C3) Video Production**
6) **C3 Previewing the Video They Created.**

- -

1) **Summer Workshop (3 min. 30 sec.)**
   This is an introduction video showing some of the activities that took place during one of the 1997 summer workshops. It was originally created to quickly show the excitement and value of this project and is still shown when we present at state and national conferences.

2) **YRTC-Kearney Projects (9 min. 40 sec.)**
   Curriculum for Caring – KrisAnn Sullivan & Sue Bokenkamp
   Building Bridges – Clint Witte
   Three Billy Goats Gruff – Nancy Lyon

3) **Street Fair – North Platte – 1/30/98 (15 min. 35 sec.)**
   Edited clips of interviews with some of the teachers that presented at the North Platte workshop.

4) **Group (L1) Video Production (3 min. 50 sec.)**
   This group viewed video that was taped while they were helping at the Museum of Nebraska Art (MONA). They next selected the clips that they wanted to share with others explaining their experience at MONA. All of the editing, titles and narration were done by the youth in this group.

5) **Group (C3) Video Production (8min. 30 sec.)**
   This group viewed video that was taped while they were helping at the Museum of Nebraska Art (MONA). They next selected the clips that they wanted to share with others explaining their experience at MONA. All of the editing, titles and narration were done by the youth in this group.

6) **C3 Previewing the Video They Created (unedited) (13 min)**
   This clip shows part of the evaluation process: having the youth and cottage staff that work with these youth watch the video that they created (shown in clip #5 previously). Following the segment is an interview between this group and Mrs. Bokenkamp.

ATTACHMENT #7

Ainsworth Community Schools

Rick Ripperger
Connections Project/
Challenge Grant Site Coordinator
P.O. Box 65
Ainsworth, NE 69210

Phone 402-387-2082
Fax 402-387-0525
E-mail rripperg@esu17.esu17.k12.ne.us

MEMO

May 14, 1998

Sue Cordes
Manager, Human Resources
Sundstrand Aerospace Corporation
2800 Division Avenue
York, NE 68467

Dear Sue:

I am writing this letter in regards to our agreement to allow Ainsworth teachers to spend time job shadowing your corporation. It is the purpose of this letter to inform all parties involved of our desires and wishes when visiting your corporation.

To understand why our teachers would like to visit Sundstrand, I thought it may be helpful to explain some aspects of the Connections Project. The Connections Project is designed to strengthening learning through technology-based integrated curriculum and professional development. One goal of this project is for our schools to establish partnerships among educators, business, agriculture, and industry to infuse "work world" problem-solving and perspectives across the curriculum. The objectives to accomplish these goals are as follow:

1. Business, agriculture and industry partners will work with Connections Project teachers to document integrated problem solving at work in their organizations.
2. Examples of "work world" problem-solving documented on videotape and through QTVR (Quick Time Virtual Reality) will be accessible to the teacher for inclusion into their course curricula.
3. Teachers will demonstrate the involvement of project business, industry and agricultural partners to improve student learning across the curriculum.

One way the Project intends to accomplish these objectives is for teachers to visit work sites to identify representative tasks that require knowledge, skills or understanding defined by the curriculum. A video production team (Craig Williams Seward Public Schools) will return to produce vignettes that can be made available via QTVR (Quick Time Virtual Reality). The QTVR will consist of a general panorama of the plant floor. Students will then be able to click on hotspots which will bring up one of the project teachers explaining the following:1. Information about the job they shadowed. 2. Educational requirements for the position. 3. Any problem solving skills needed in order to perform the job. Other means of collaboration will be explored by the teacher teams and community partners. Possible projects include students interviewing individuals by telephone, two-way video, community mentors who provide guidance in career planning and preparation, Ask-the-Expert listserv lists on a range of topics students may research, and community service projects sponsored by a business or organization. Teachers will be asked to develop an integrated project that involves direct connections between their curriculum and the skills observed at the work place. It is through this process that our students and teachers obtain the active involvement of business, industry and agricultural to fully meet students' needs.

The Connections Project is very grateful that you and your superiors have given our teachers the opportunity to develop cutting edge educational philosophies. If, at any point, you may have questions, feel free to contact me at my work phone 402-387-0737 or my home phone 402-387-1025.

Sincerely,

Rick Ripperger
Site Coordinator, Connections Project

cc: Plant Manager Jim Dutmer

SUMMER JOB SHADOW VISITATION OF SUNSTRAND AEROSPACE OUTLINE

Date and time of Job Shadow:

It was decided that the best possible dates for this visitation would be would be from July 15 (afternoon) and July 16 (all day).

Teachers attending and desired job shadowing:

- Paige Tuttle/English: Sue Cordes, Engineering and Programming and Shipping and inspection with Mike Huges.
- Patty Finney/Business: Tool Crib, Engineering and Programming, and marketing
- Gerry Carr/Science: Todd Hellerich and Metal Lab with Greg Conrad
- Sandy Lewis/Science: Metal Lab with Greg Conrad, Todd Hellerich, and Engineers (metallurgy)
- Mike Max/Industrial Arts: Metal Finish and Heat Treat 1/2 day, Metal Lab/ Greg Conrad 1/2 day, and Engineering and Programming
- Deb Gerdes/Math: Shadow Machining/FAS, Tool Grind, and Engineering and Programming
- Craig Williams/Tech Coordinator (Seward Public Schools): Video Production

Attachment # (Family-School partnering) 2anlfmly.att

Monday, February 23, 1998

Dear Parents:

Morrill Junior/Senior High School is a lead site in, "The Connections Project", a grant project funded by the United States Department of Education. Creating a partnership with parents is one of the goals of the Project. To help build this partnership, Morrill Junior/Senior High School would like to invite you to apply to become a participant in a pilot program that will include the use of a take-home computer.

If you are selected as a participant in this program, you will be required to attend two orientation sessions to learn about the basic use and care of the computer. The computers will be used to improve student achievement and allow students and parents to create family-centered projects.

To help in the selection process, please answer the following question.

Do you have a computer at home? _____ YES _____ NO.

Name _____

Please have your son/daughter return this sheet to the school by: MARCH 4, 1998.

If you have any questions you can contact Craig Manley @ 247-2149.

Thanks for your interest in this project.

Craig Manley
Site Coordinator
Connections Project

Morrill High School Connections Project

Connections Project Family Agreement

Computers at Home Enhancing Classroom Learning

Student name: _____

Address: _____

_____

Phone: _____

School: _____

Grade: _____

Teacher: _____

Additional siblings (names, grade and school):

Parent or Guardian: _____

Driver License Number: _____

Place of Employment: _____

Work phone: _____

Social Security Number: _____

Nearest relative not living with you: _____

_____

As a parent or guardian of a student in the Connections Project, I agree that my child and I will comply with the Project guidelines as explained by the school, and will return the equipment (hardware, and software) when moving from the school district, or when requested by the school.

I also agree to the following terms:

- not to unlawfully copy and/or distribute any software or documentation provided and not to use the equipment to unlawfully copy any software.
- to properly care for the hardware and software provided and return it in the same condition with normal wear.
- to make no internal additions or adjustments to the hardware/software without authorization of the Project Director.
- to realize that even though the Connections Project seeks to increase family involvement with computers, completion of homework assignments by the Connections student should be given first priority.
- to supervise the use of all software and equipment to assure reasonable care is being taken by students and other family members.
- to attend periodic meetings as required for project implementation.
- to release and forever discharge Morrill Public Schools for Educational Technology and their employees or agents from any liability for damage, injury, or loss, as well as any expense, claim, or cause of action resulting from or connected with my participation, and my family's participation in the Connections Project.
- to grant permission for the Project to use and reproduce any video film, photos, prints, tapes or sound recordings of me, my child, any my immediate family, as well as our names and likenesses, to document and promote the Project.
- to abide by all rules and regulations of the School's Internet and Electronic Mail use policy.

Signatures:

_____ _____ _____ _____

Parent or Legal Guardian (please print) Date Student (please print) Date

_____ _____

Signature Signature

Morrill High School Connections Project

Connections Project Hardware Inventory

Computers at Home Enhancing Classroom Learning

We acknowledge receipt of the following equipment and materials:

- Central Processing Unit (CPU) Monitor
  DP Tag:
  Serial Number Serial Number:
  Model Number:

- Keyboard Printer
  DP Tag:
  Serial Number Serial Number:
  Model Number Model Number:

- Mouse

- Printer Cable

- Keyboard Cable

- CPU and Printer Power Cable

- Microsoft Works Software (Station License)

- Buddy System Parent Resource Guide

- Buddy Software Purchase Catalog

Signatures:

Parent or Legal Guardian (please print)	Date	Student (please print)	Date
Signature		Signature	

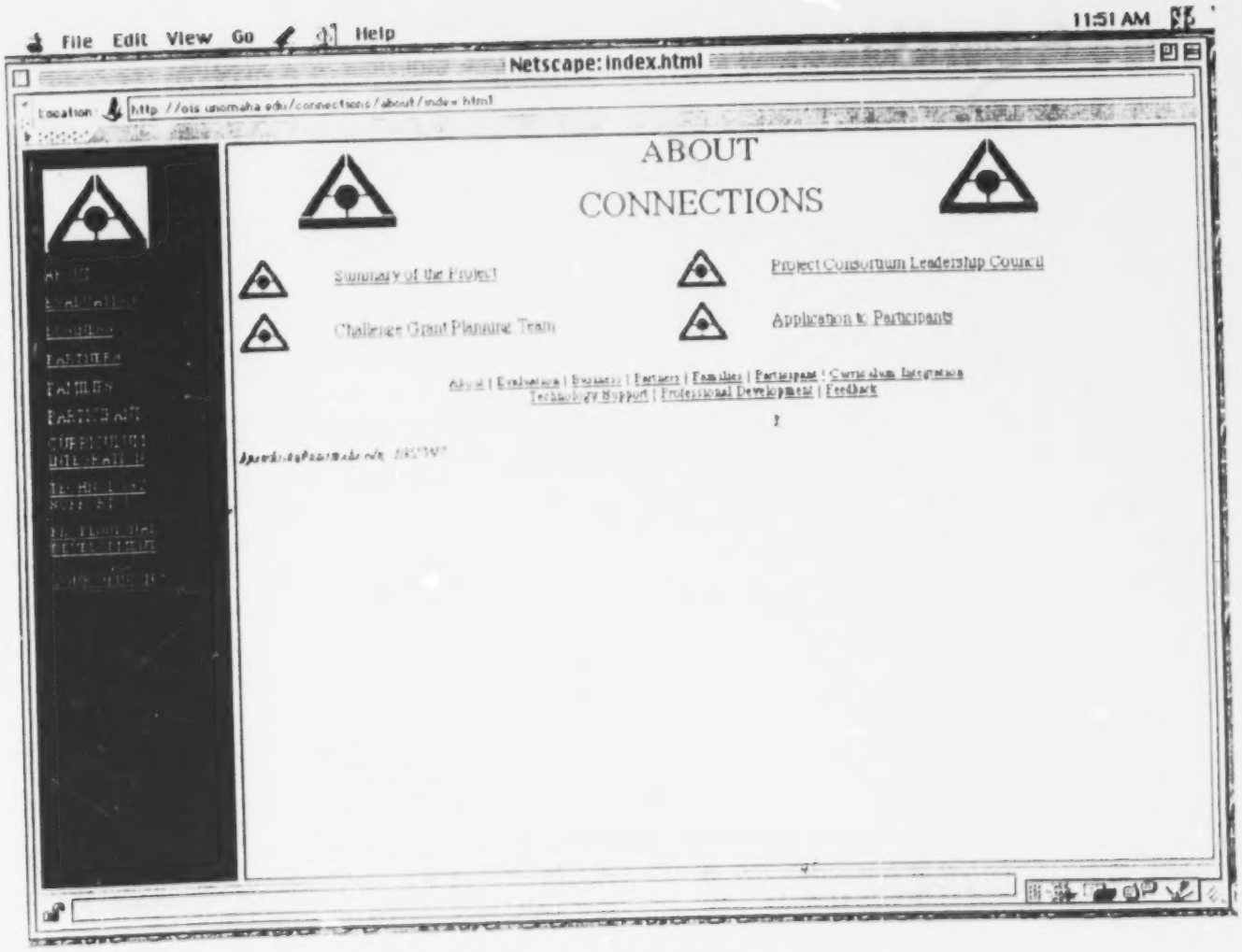
Connections Log-In Book

January

Date 00/00/00	Computer User	Computer Use Reason	Comments--Barriers, Successes	Time Spent at Computer
	❑ Junior High ❑ High School ❑ 18-30 ❑ 31-44 ❑ 45 and up	❑ Job Search ❑ Resume Writing ❑ Computer Skill Practice ❑ Keyboarding Practice ❑ Other Reasons:		❑ 0-15 minutes ❑ 16-30 minutes ❑ 31-45 minutes ❑ 46-60 minutes ❑ 61 or more minutes
	❑ Junior High ❑ High School ❑ 18-30 ❑ 31-44 ❑ 45 and up	❑ Job Search ❑ Resume Writing ❑ Computer Skill Practice ❑ Keyboarding Practice ❑ Other Reasons:		❑ 0-15 minutes ❑ 16-30 minutes ❑ 31-45 minutes ❑ 46-60 minutes ❑ 61 or more minutes
	❑ Junior High ❑ High School ❑ 18-30 ❑ 31-44 ❑ 45 and up	❑ Job Search ❑ Resume Writing ❑ Computer Skill Practice ❑ Keyboarding Practice ❑ Other Reasons:		❑ 0-15 minutes ❑ 16-30 minutes ❑ 31-45 minutes ❑ 46-60 minutes ❑ 61 or more minutes
	❑ Junior High ❑ High School ❑ 18-30 ❑ 31-44 ❑ 45 and up	❑ Job Search ❑ Resume Writing ❑ Computer Skill Practice ❑ Keyboarding Practice ❑ Other Reasons:		❑ 0-15 minutes ❑ 16-30 minutes ❑ 31-45 minutes ❑ 46-60 minutes ❑ 61 or more minutes
	❑ Junior High ❑ High School ❑ 18-30 ❑ 31-44 ❑ 45 and up	❑ Job Search ❑ Resume Writing ❑ Computer Skill Practice ❑ Keyboarding Practice ❑ Other Reasons:		❑ 0-15 minutes ❑ 16-30 minutes ❑ 31-45 minutes ❑ 46-60 minutes ❑ 61 or more minutes
	❑ Junior High ❑ High School ❑ 18-30 ❑ 31-44 ❑ 45 and up	❑ Job Search ❑ Resume Writing ❑ Computer Skill Practice ❑ Keyboarding Practice ❑ Other Reasons:		❑ 0-15 minutes ❑ 16-30 minutes ❑ 31-45 minutes ❑ 46-60 minutes ❑ 61 or more minutes

Include this sheet with your monthly report to JTPA Director

ATTACHMENT #9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ABOUT
CONNECTIONS
Summary of the Project
Project Consortium Leadership Council
Challenge Grant Planning Team
Application to Participants
About | Evaluation | Research | Partners | Families | Participants | Curriculum Integration
Technology Support | Professional Development | Feedback

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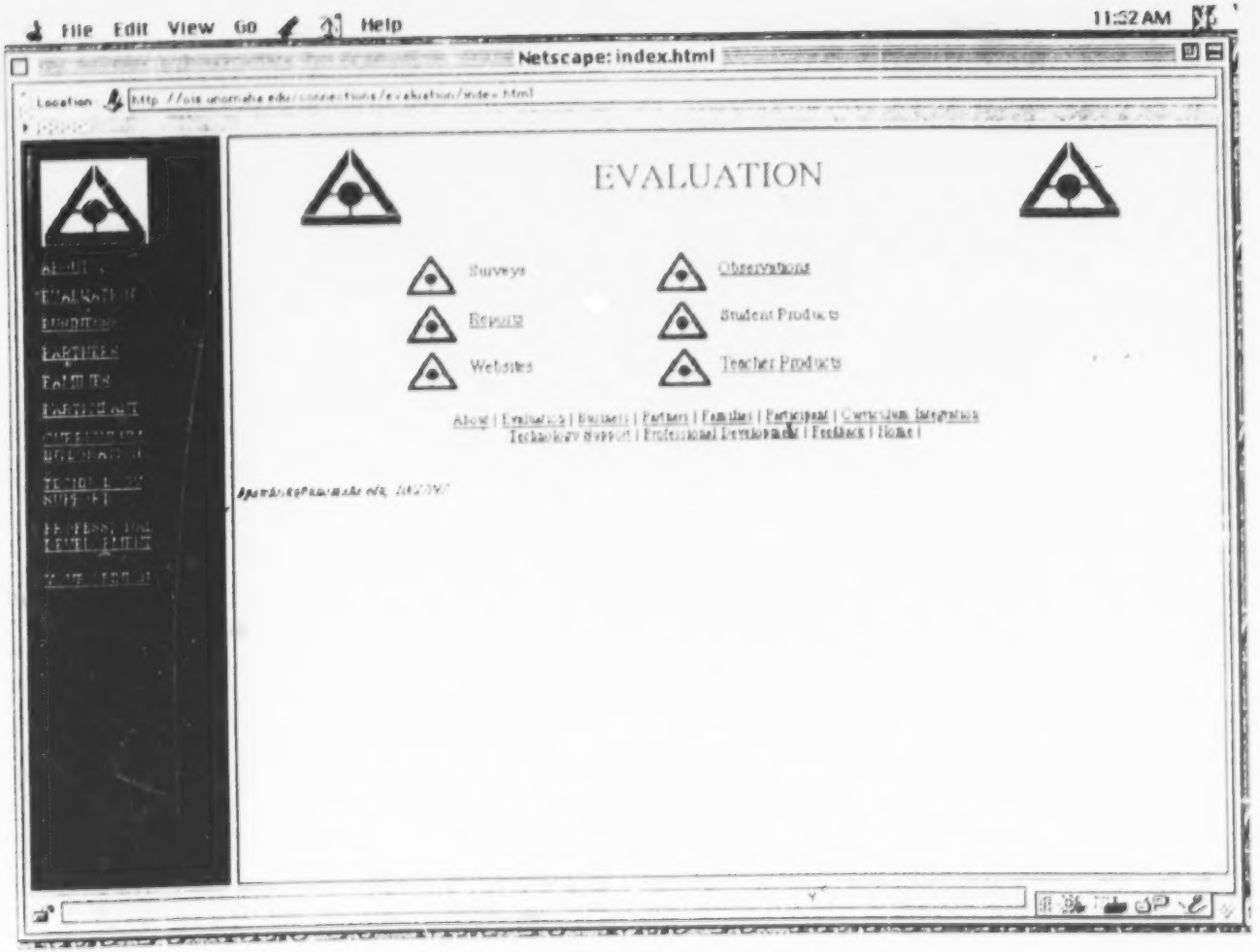
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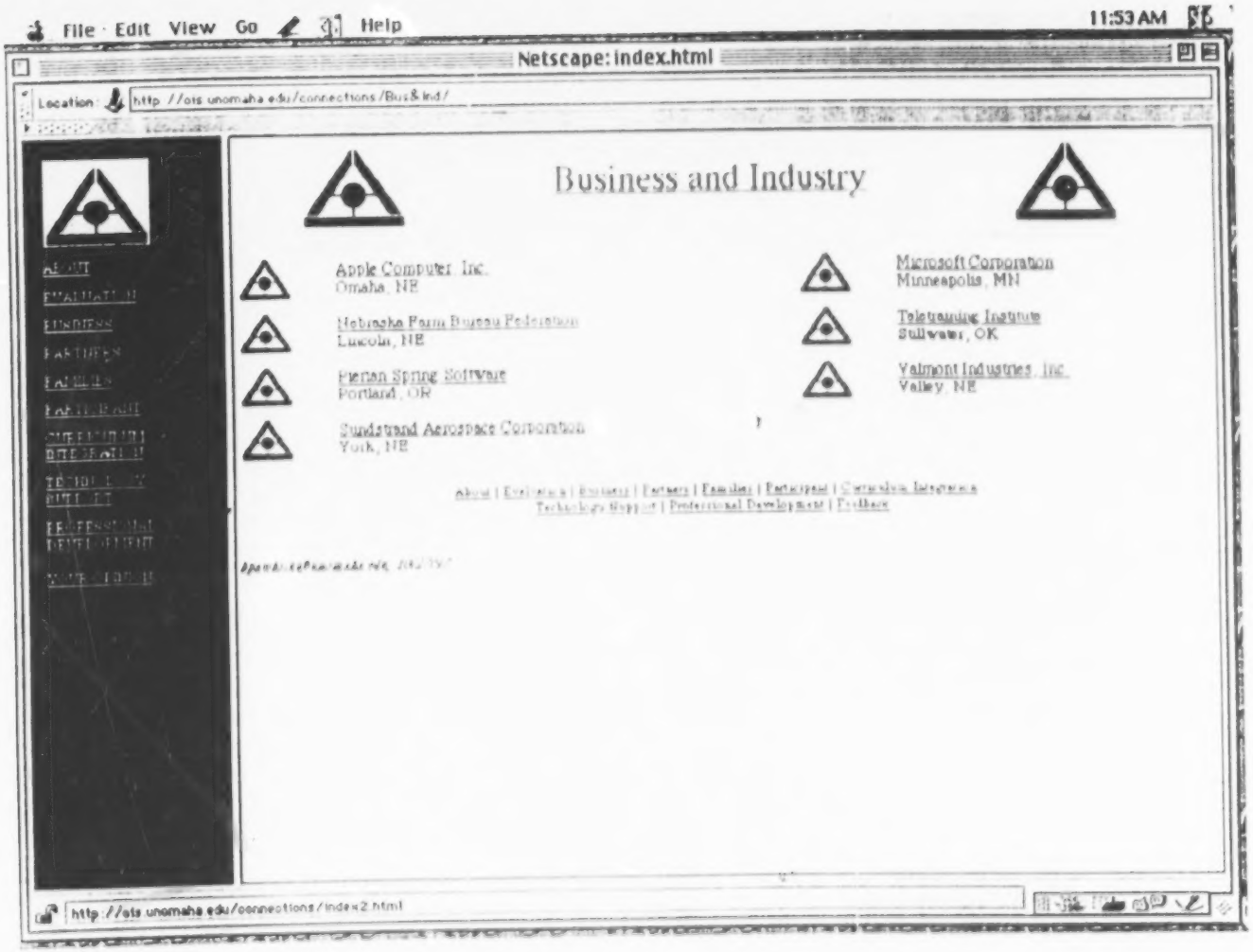
Location
EVALUATION
Surveys
Observations
Reports
Student Products
Websites
Teacher Products
Home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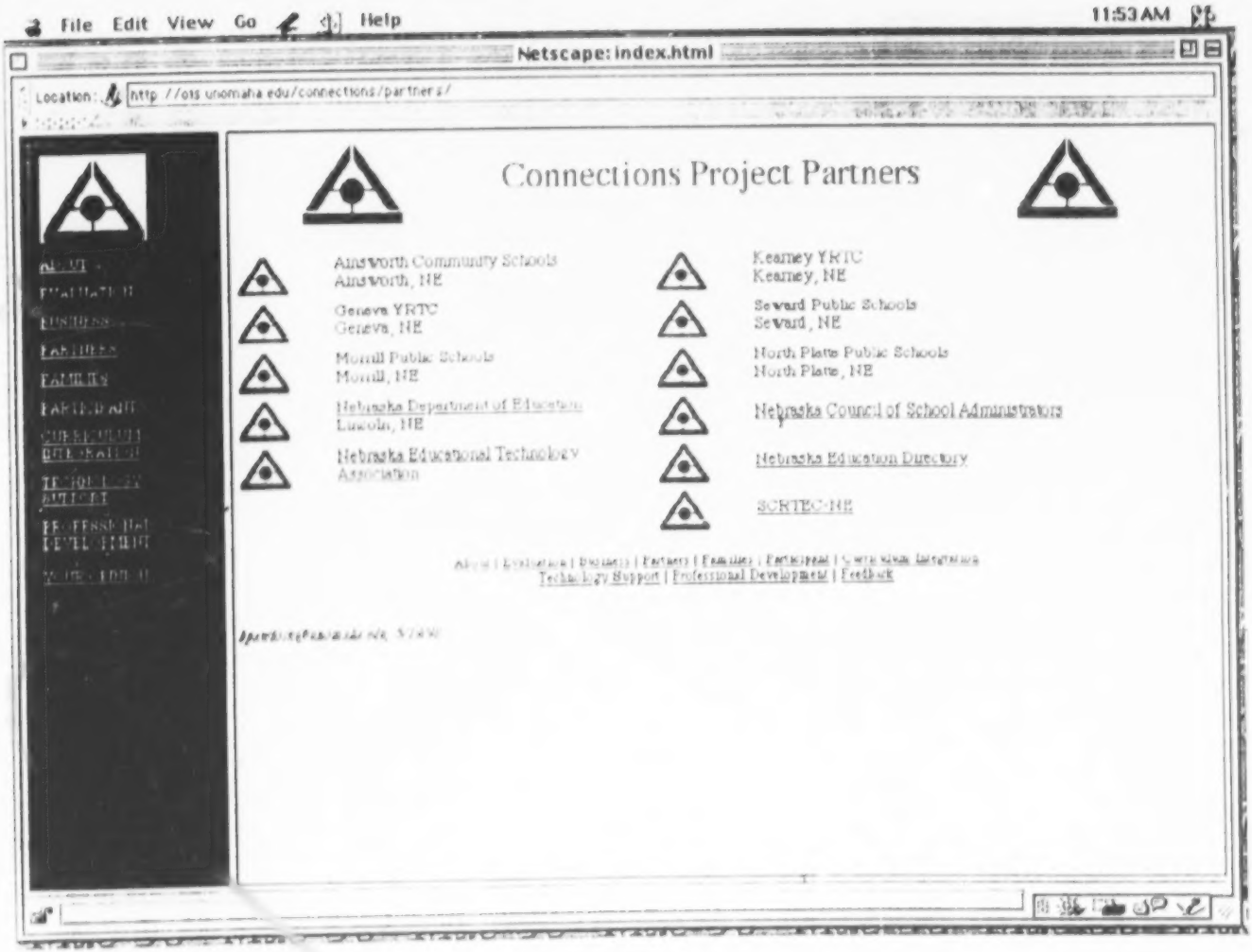
Business and Industry
Apple Computer, Inc.
Omaha, NE
Nebraska Farm Bureau Federation
Lincoln, NE
Pieran Spring Software
Portland, OR
Sundstrand Aerospace Corporation
York, NE
Microsoft Corporation
Minneapolis, MN
Telelearning Institute
Sullwater, OK
Valmont Industries, Inc.
Valley, NE
About | Evaluation | Business | Partners | Families | Participant | Curriculum Integration
Technology Support | Professional Development | Feedback
http://ots.unomaha.edu/connections/index2.html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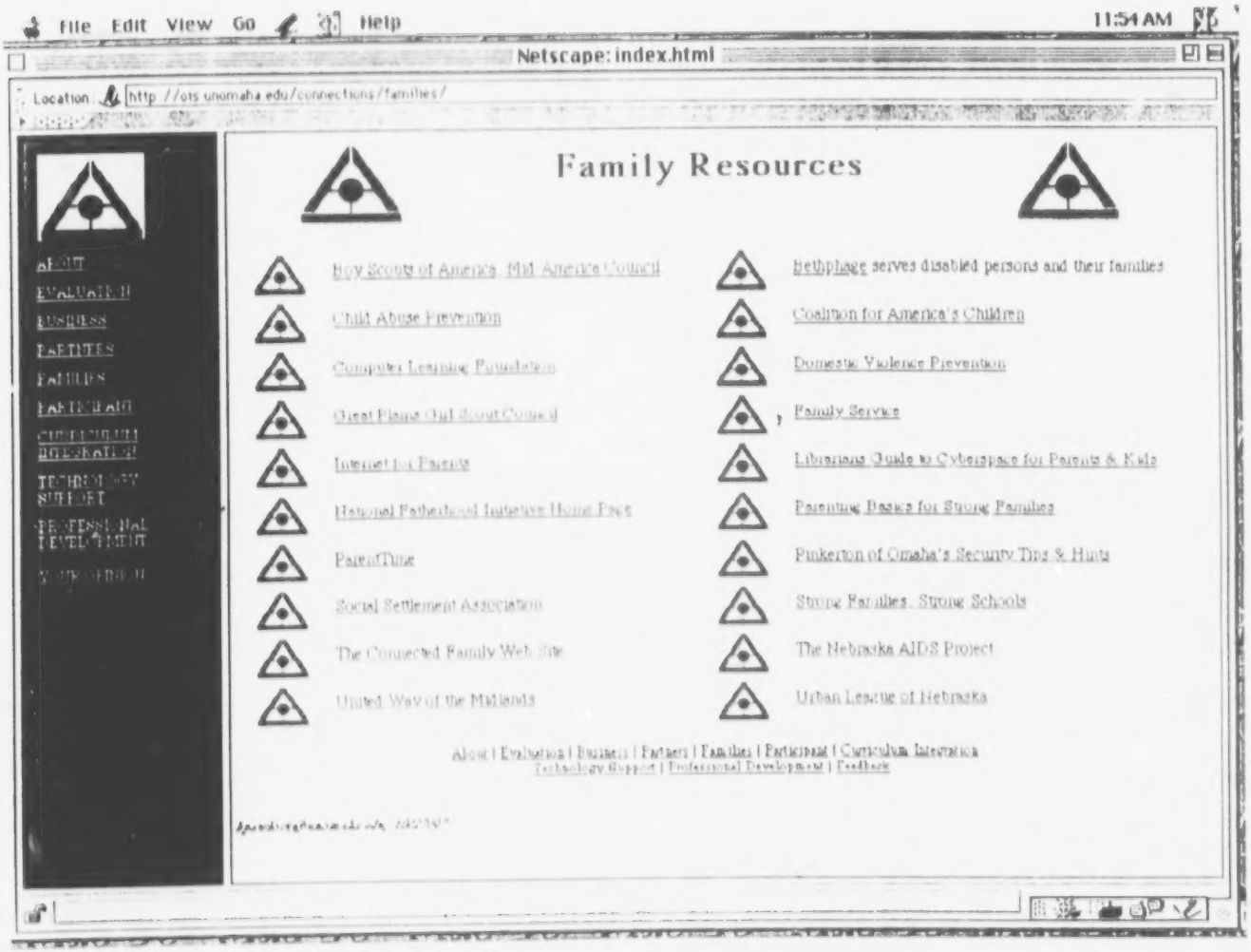
Connections Project Partners
Ainsworth Community Schools
Ainsworth, NE
Geneva YRTC
Geneva, NE
Morrill Public Schools
Morrill, NE
Nebraska Department of Education
Lincoln, NE
Nebraska Educational Technology Association
Kearney YRTC
Kearney, NE
Seward Public Schools
Seward, NE
North Platte Public Schools
North Platte, NE
Nebraska Council of School Administrators
Nebraska Education Directory
SCRTEC-NE
Technology Support | Professional Development | Feedback


File Edit View Go Help
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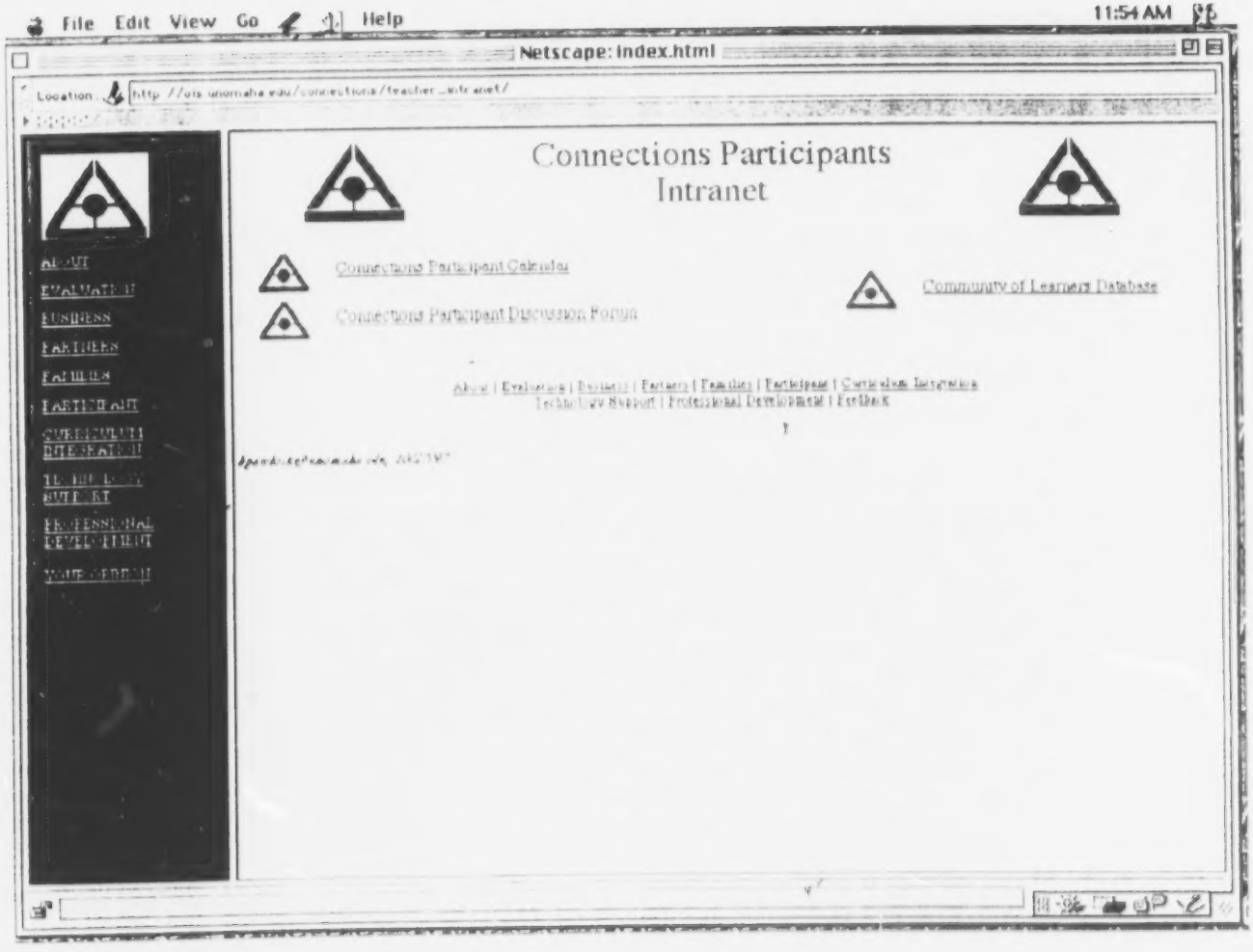
Netscape: index.html
Location: http://ots.unomaha.edu/connections/families/
Family Resources
Boy Scouts of America, Mid-America Council
Child Abuse Prevention
Computer Learning Foundation
Great Plains Girl Scout Council
Internet for Parents
National Fatherhood Initiative Home Page
ParentTime
Social Settlement Association
The Connected Family Web Site
United Way of the Midlands
Bethphage serves disabled persons and their families
Coalition for America's Children
Domestic Violence Prevention
Family Service
Librarians Guide to Cyberspace for Parents & Kids
Parenting Basics for Strong Families
Pinkerton of Omaha's Security Tips & Hints
Strong Families, Strong Schools
The Nebraska AIDS Project
Urban League of Nebraska
About | Evaluation | Business | Partners | Families | Participant | Curriculum Integration
Technology Support | Professional Development | Feedback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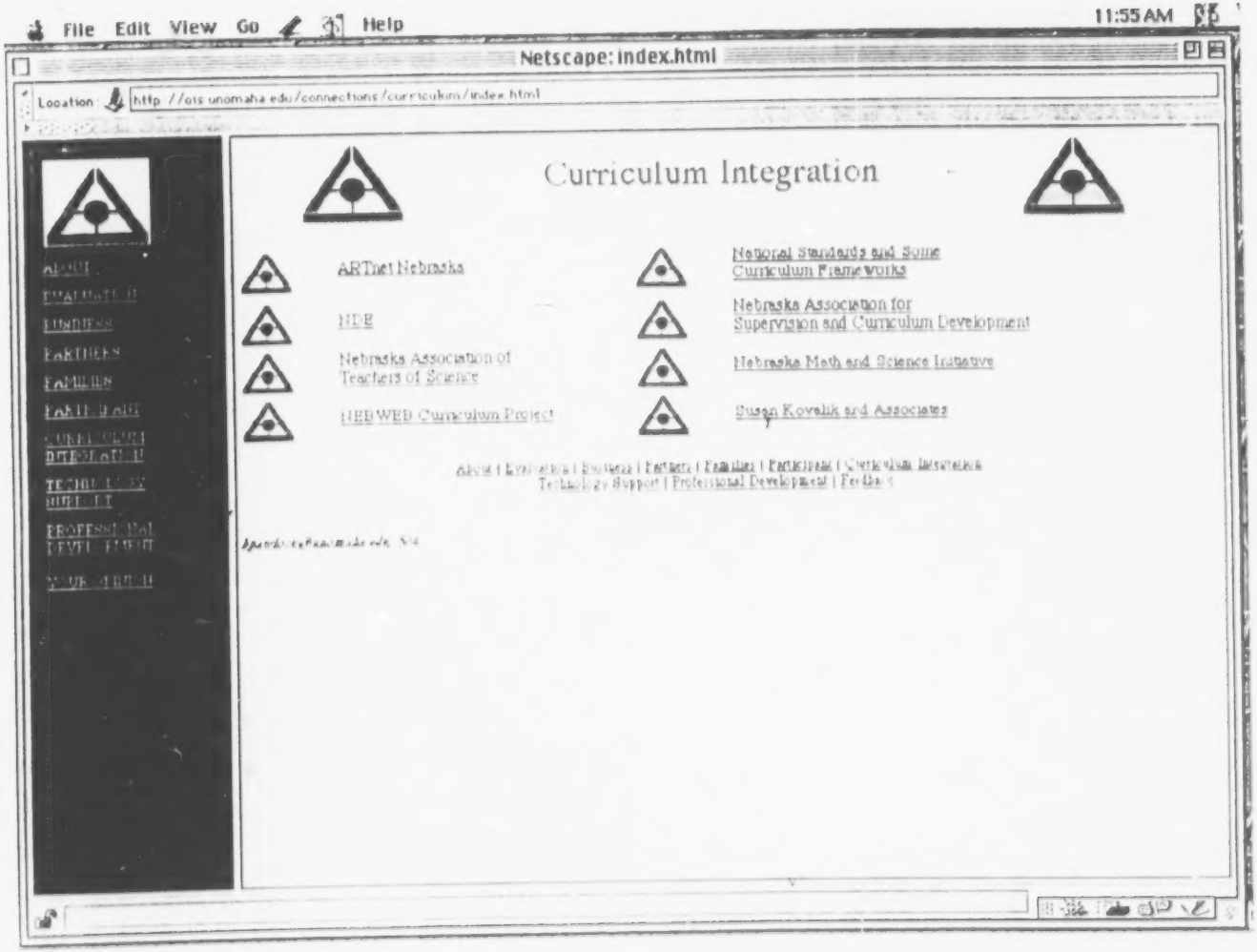
Location:
Connections Participants
Intranet
Connections Participant Calendar
Connections Participant Discussion Forum
Community of Learners Database
About | Evaluation | Business | Partners | Families | Participant | Curriculum Integration
Technology Support | Professional Development | Feedback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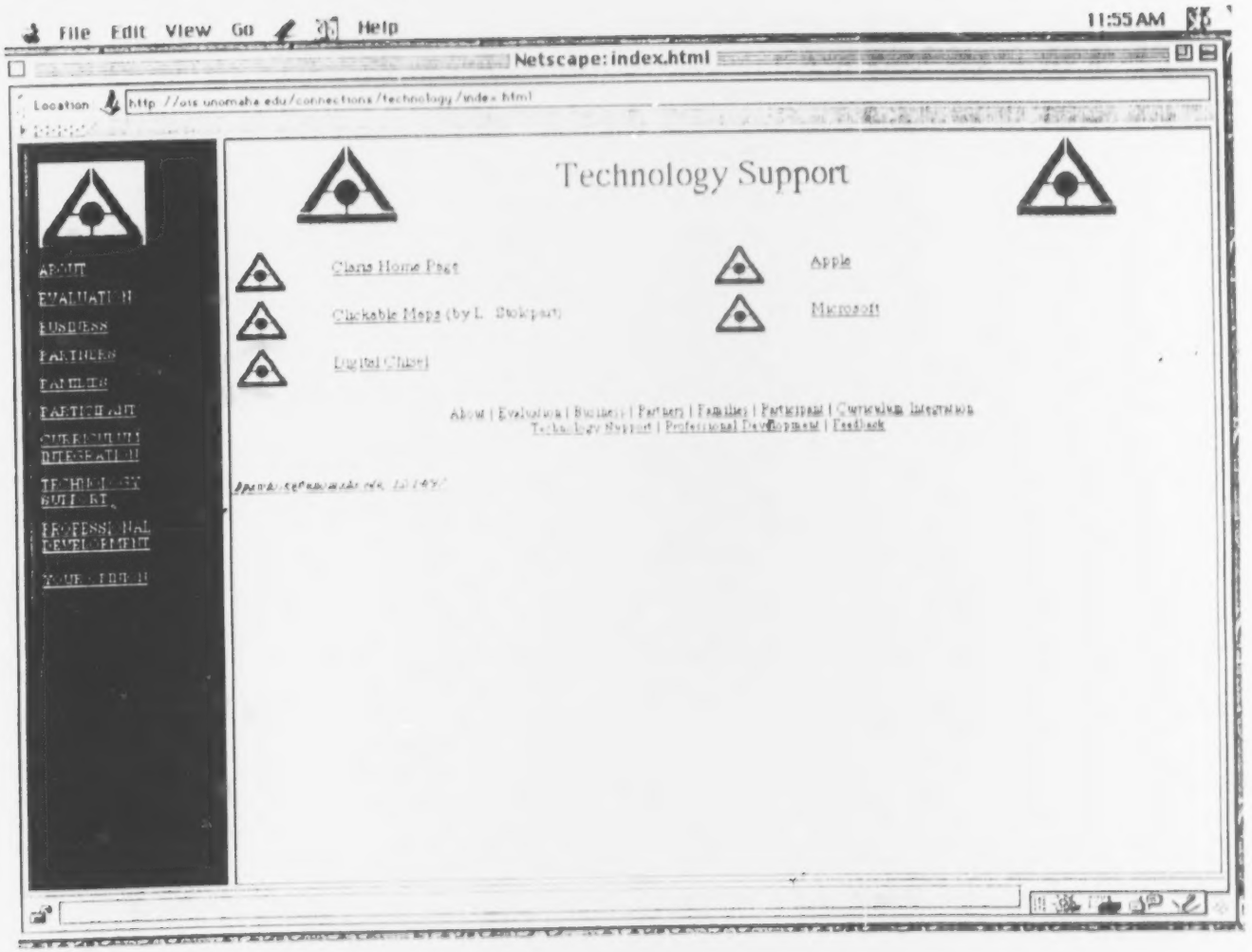
Curriculum Integration
ARTNet Nebraska
NDE
Nebraska Association of Teachers of Science
NEBWEB Curriculum Project
National Standards and Some Curriculum Frameworks
Nebraska Association for Supervision and Curriculum Development
Nebraska Math and Science Initiative
Susan Kovalik and Associates



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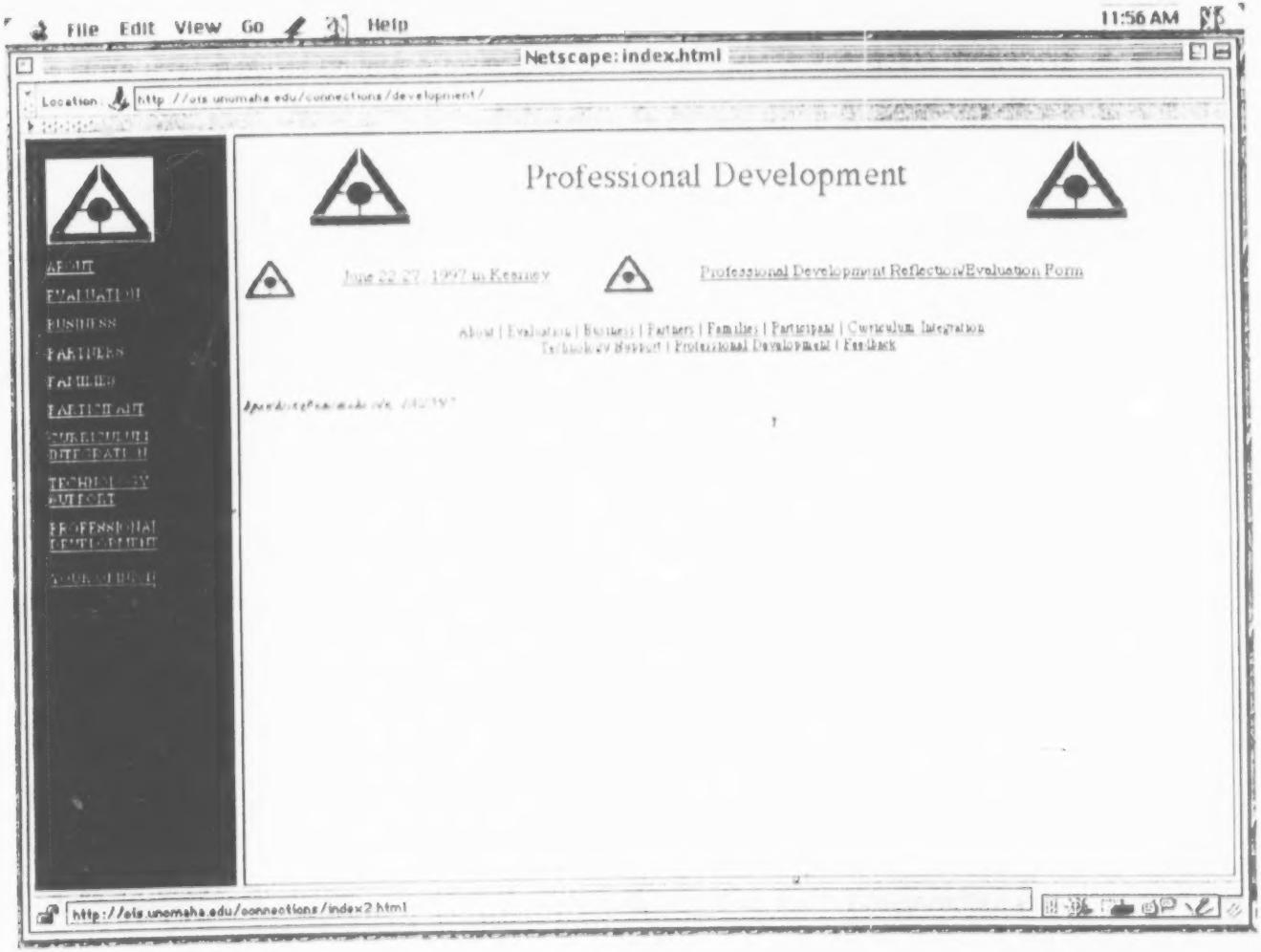
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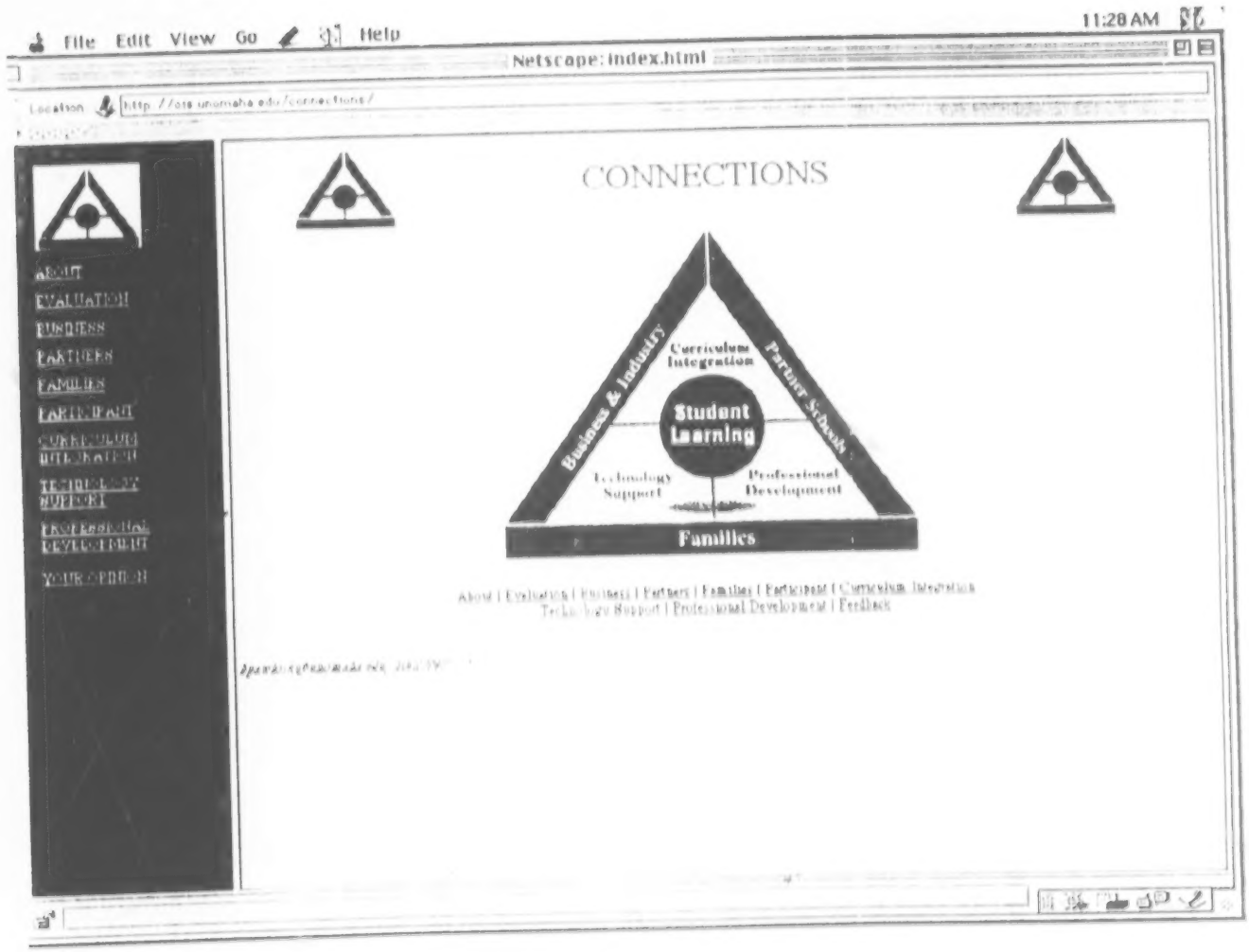
Professional Development
June 22-27, 1997 in Kearney
Professional Development Reflection/Evaluation Form
About | Evaluation | Business | Partners | Families | Participant | Curriculum Integration
Technology Support | Professional Development | Feedback
http://ois.unomaha.edu/connections/index2.html



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The Connections Project Evaluation Planning Sheet

5/5/98

Goals and Objectives	Activities/Instrument	Specifics	Lead	YEAR				
				1	2	3	4	5
Goal 1: Improve learning in core subject areas by middle and secondary school students in Nebraska through more effective teaching and technology-supported integrated curricula reflecting state curriculum frameworks based on Goals 2000 and national standards.								
Objective 1.1: Educators will develop, implement and evaluate a minimum of 400 technology supported integrated curriculum modules emphasizing core subject areas	Teacher Survey					X	X	X
	Module Review			(as developed) 1-5				
Objective 1.2: A minimum of 20% of the curriculum modules developed will relate to the theme of global education, a goal endorsed by the Nebraska State Board of Education	Module Review			(as developed) 1-5				
Objective 1.3: by 2002, 80% of participating teachers will be effectively implementing integrated core curricula that reflect state curriculum frameworks	Teacher Survey			X	X	X	X	X
Objective 1.4: Nebraska middle and secondary students in the target school districts will demonstrate their ability to achieve at high levels in the core subjects of mathematics, science, social studies, language arts and foreign languages	CA Achievement Group scores for Core subjects or school adapted achievement tests reviewed by group and grade level annually			X	X	X	X	X
	Individual Teacher Assessment Report					X		X
	Student Focus Groups				X		X	
Objective 1.5: Effective technology-supported integrated curriculum modules will be disseminated for statewide and national use through a CD-ROM, the Internet and a cadre of technology and curriculum integration facilitators	Report on Progress and Dissemination of CD							X

The Connections Project Evaluation Planning Sheet

5/5/98

Goals and Objectives	Activities/Instrument	Specifics	Lead	YEAR				
				1	2	3	4	5
Goal 2: Build the capacity of Nebraska educators to effectively use technology and curriculum integration to promote student learning and achievement.								
Objective 2.1 80% of participating teachers will be able to identify appropriate technology-based educational resources that support integrated education and state curriculum frameworks based on national standards.	Teachers will list resources and panel of experts will evaluate their lists				On-going	X	X	X
Objective 2.2 80% of participating teachers will demonstrate competency in the use of educational technologies including: the Internet, CD-ROM, and distance learning including two-way interactive video.	Teacher Self-Assessment based on Technology Competency Standards			X	X	X	X	X
	Participant Evaluation of Professional Development Workshop Program			X	X	X	X	X
Objective 2.3 Participating teachers will regularly use the resources available through the **Connections Project** web page. (The network will be used a minimum of four times per year by 60% of project participants in the project's final two years.)	Web Server Data Analysis			X	X	X	X	X
Goal 3: Strengthen educational achievement of high risk students including those who are economically disadvantaged, minority, geographically isolated, or adjudicated youths (delinquent or incarcerated) through technology-supported integrated curriculum.								
Objective 3.1 High risk students in the target areas will have access to computers both at school and after school and will use these computers to help them succeed academically.	School District Survey				X	X	X	
Objective 3.2 Students in Nebraska's school districts with enrollments of under 1,000 will experience a 50% increase in the use of technology supported education (rural districts).	School District Survey			X	X	X	X	X
Objective 3.3 80% of teachers who serve Nebraska's adjudicated and incarcerated youth will demonstrate their ability to use educational technology appropriately in their classrooms and improve the educational achievement of their students.	Teacher Survey			X	X	X	X	X
	Classroom Observations			-		X	X	X
	Student product examples				X	X	X	X

The Connections Project Evaluation Planning Sheet

5/5/98

Goals and Objectives	Activities/Instrument	Specifics	Lead	YEAR				
				1	2	3	4	5
Objective 3.4 70% of adjudicated youths, students at Kearney YRTC, Geneva YRTC, and the Secure Youth Confinement Facility in Omaha with a stay of three months or longer will demonstrate competence in using computers for word processing and budget management and will be able to access the Internet/World Wide Web, CD-ROM and other technologies to send information. Students will use multi-media presentation skills to produce information designed to prevent delinquent behavior by other youths	Teacher Survey			x	x	x	x	x
	Classroom observations and other instruments as defined by Sites					x	x	x
Goal 4. Establish partnerships among educators, business, agriculture, industry, and parents to infuse "work world" problem-solving and perspectives across the curriculum and to support student learning.								
Objective 4.1 Business, agriculture and industry partners will work with **Connections Project** teachers to document integrated problem solving at work in their organizations	Review of video vignettes produced					x	x	x
Objective 4.2 Examples of "work world" problem-solving documented on videotape and through CD-ROM will be accessible to every teacher in the state for inclusion into their course curricula	Report on Accessibility				(on completion of CD and WWW pages)		x	x
Objective 4.3 A minimum of 20% of lead school district parents will learn to use computer-based educational resources and will use these resources in family centered learning projects developed to supplement students' in class work	Survey School Districts on number of parents attending workshops					x	x	x
Objective 4.4 Teachers will demonstrate the involvement of project business, industry and agricultural partners to improve student learning across the curriculum	Teacher Survey					x	x	x
	Survey of partner participants					x	x	x
Objective 4.5 In partnership with the Indian Center, Inc.'s and its six community based resource centers, Native American clients will have increased access to information about job opportunities, career planning, and the educational requirements for those jobs	Computer activity log			x	x	x	x	x

The Connections Project Evaluation Planning Sheet

5/5/98

Goals and Objectives	Activities/Instrument	Specifics	Lead	YEAR				
				1	2	3	4	5
Goal 5. Create new communities of educators and students through technology to facilitate shared learning, expanding educational resources and barrier free collaboration across Nebraska and the United States to further the national educational goals of educational reform.								
Objective 5.1 Educators across Nebraska and the U.S. will be able to access **Connections Project** curriculum, resources and results through the project web site and CD-ROMs, and collaborate with project participants	Monitor web site usage and CD-ROM distribution			X	X	X	X	X
Objective 5.2 Technology will enable students from across Nebraska and the U.S. to collaborate on learning activities	Teachers logs of collaborative distance learning or Internet based projects					X	X	X
Objective 5.3 Educators serving the nation's highest risk students including those in juvenile correctional settings will have access to effective curriculum and instructional resources	Determine whether curriculum modules for juvenile corrections settings are completed and promoted nationally ?							X
Objective 5.4 The **Connections Project** web site, part of the South Central Regional Technology in Education Consortium's electronic network, will provide efficient access to a comprehensive group of resources relating to the project curriculum integration and technology in education	Report on Web Server resources			X	X	X	X	X

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